



DRAFT 2022 MLTAQ BIENNIAL CONFERENCE PROGRAM

SUNDAY 26 th JUNE					
8:30 – 9:00	Registrations open				
9:00 – 9:30	Official conference welcome & opening				
9.30-10.30	1	Keynote Session 1: Unlocking intrinsic motivation: self-efficacy building strategies for the modern language classroom Dr Gianfranco Conti (CEO of Language-gym.com & Visiting professor at Reading University)			
10:30 -11:00	Morning Tea				
11:00 – 11:45	2	2A DOUBLE SESSION Two 'toolbox' strategies to enhance language acquisition while satisfying curriculum requirements: Using Italian songs as teaching tools & exploring Italian 'language in action' Giovanna Amatruda & Sonia Baldissera (Italian Language Centre) Via Zoom	2B DOUBLE SESSION Encouraging and rewarding creativity in the language classroom: Presenting an anecdotal journey with opportunities to create digital resources to support students Cathy Galligan (Benowa State School)	2C DOUBLE SESSION Demonstrating how teachers at CSDE utilise the versatility of Microsoft PowerPoint as a production and presentation tool to construct stimulating and engaging learning Stacey Stewart, Miranda Broadbent & Georgina Harch (Capricornia School of Distance Education)	2D (A) Progress & prospects for Chinese Language Education in the Anglophone world Andrew Scrimgeour (University of South Australia)
11:45 – 11:50	Five-minute interval				
11:50 – 12:35		2A DOUBLE SESSION CONTINUED	2B DOUBLE SESSION CONTINUED	2C DOUBLE SESSION CONTINUED	2D (B) How to work smarter, not harder, as a language teacher (Chinese) Clara Liu (Sheldon College)
12:35 – 13:15	Lunch				
13:15 – 14:00	3	Plenary Session: National Plan for Languages Education: Outcomes of a profession-led collaboration Prof Anne-Marie Morgan (AFMLTA)			
14:00 – 14:45	4	4A Assessment for teaching and learning in language education: A case study of French data Fu Nojima, ACER Via Zoom	4B The impact of CLIL on secondary students in Far North Queensland: A journey towards creating engaged global citizens (Italian) Mara Ballarini & Floriana Torelli (Cairns State High School)	4C Comprehensible Input (CI) and the Early Years Classroom (Japanese) Anna Yamaura (Sacred Heart Primary School Sandgate, St Luke's Catholic Parish School Capalaba, Our Lady Help of Christians School Hendra)	4D The effectiveness of using the TADOKU strategy to foster better student engagement with Japanese texts Masumi Morimoto (QLD Academy for Science Mathematics and Technology)
14:45 – 15:15	Afternoon Tea				
15:15 – 16:00	5	Plenary Session: Going borderless: framing language study as a game-changing career strategy for all students Dr Angie Knaggs (UQ School of Languages & Cultures)			
16:00 – 16:30	Day 1 Conference wrap up				
18:00 – 21:00	Cocktail Reception @ Cloudland (641 Ann St, Fortitude Valley Ph 07 3872 6600) <i>Cloudland Dress Code: FACE, neck and hand tattoos are not permitted. Other tattoos are to be covered where possible and may be subject to the door host's discretion. Smart casual style applies at all times including enclosed dress shoes, collared/button up shirt, dress pants and jeans (acceptable provided there are no rips or tears).</i>				

MONDAY 27th JUNE

8:45 -9:00	Opening Day Two				
9:00 – 10:00	6	Keynote Session 2 : How to design a brain-friendly language curriculum Dr Gianfranco Conti (CEO of Language-gym.com & Visiting professor at Reading University)			
10:00 – 10:30	Morning Tea				
10:30 – 11:15	7	7A Italian inductive text-centred approach to L2 language learning theory put into practice Alessandro Digiacomu (Redlands NSW) Via Zoom	7B Starting Young: An analysis of policy, practice, and potential for increasing early years languages learning in Australia Suzanne Barry (University of New England)	7C Documenting the issues and challenges facing teachers of Japanese in Queensland schools Peter McCosker (Griffith University, St Hilda's School) Via Zoom	7D European language resources – hands on experience Jillian Symons (Intext)
11:15 – 11:20	Five minute interval				
11:20 - 12:05	8	8A An Australian Curriculum aligned Indonesian language learning website: A project completed by the BBBIQ, supported by the University of Queensland Halim Nataprawira & Egia Varhana (BBBIQ Indonesian language and culture institute of Queensland) Via Zoom	8B Content and Language Integrated Learning (CLIL) logistics Kelly Harrison (The Languages Roadshow)	8C A profile of Japanese Language Education in Australian schools Andrew Scrimgeour (University of South Australia)	8D Assessment for teaching and learning in language education: A case study of Japanese data Fu Nojima, ACER Via Zoom
12:05 – 13:00	Lunch				
13:00 – 13:45	9	9A Latest updates from the Goethe Institut, including teaching tips for the very popular How ... is German poster series Paula Hay (Regents Park State School)	9B Exploring the many ways in which animated gifs can be used to bring language learning to life Joe Dale Via Zoom	9C 'Jango' - an introduction to the wonderfully addictive, Wordle-inspired game and other vocab games & activities available in Murasaki Sensei's Classroom Susie Fenton & Corey Davidson (Murasaki Sensei's Classroom)	9D Chinese & Japanese resources – hands on experience Jillian Symons (Intext)
13:45 – 14:15	Afternoon Tea				
14:15 – 15:00	10	Plenary Session : What is new in the Australian Curriculum: Languages? Alison Von Dietze (ACARA)			
15:00 – 15:30	Conference Wrap-up & Close				

Sessions	Abstracts (Outlined in the order on the program)
1	<p>Dr Gianfranco Conti (<i>CEO of Language-gym.com & Visiting professor at Reading University</i>)</p> <p><i>Self-efficacy</i> (SE) is a construct originating with the Canadian psychologist, Albert Bandura and is deemed to be one of the strongest – if not the strongest – predictor of language learning success. SE refers to a learner confidence in themselves as successful at a task or, more generally, at language learning and it is built through <i>achievement experiences, social modelling, imaginal experiences, verbal persuasion</i> and <i>through fostering a growth mindset</i>. In this workshop, Dr Conti will show how many common instructional practices undermine SE and propose alternatives to those practices which, based on research and common sense, are more likely to enhance learner <i>can-do attitude</i>.</p>
2A	<p>Giovanna Amatruda and Sonia Baldissera (<i>Italian Language Centre</i>)</p> <p>Language teachers are adept at always carrying with them a ‘toolbox’ (real or virtual) of trusted, tried and tested language teaching strategies. In line with the Conference theme: “Innovative Practitioners, Innovative Practice”, the facilitators propose a new take on two ‘toolbox’ strategies to enhance language acquisition while satisfying curriculum requirements:</p> <ul style="list-style-type: none"> • Using Italian songs as teaching tools in innovative ways • Exploring Italian ‘language in action’ through an innovative school penpal project.
2B	<p>Cathy Galligan (<i>Benowa State School</i>)</p> <p>Encouraging and rewarding creativity in the MFL classroom. An anecdotal journey presentation with opportunity to create digital support resources.</p>
2C	<p>Stacey Stewart, Miranda Broadbent & Georgina Harch (<i>Capricornia School of Distance Education</i>)</p> <p>Capricornia School of Distance Education Languages is passionate about delivering quality educational services to regional, rural and remote students. Our priority is to ensure that all students in Queensland have equitable access to the language curriculum. It’s vital for our staff to keep up to date with using technology as a vehicle to teach and be flexible and creative in lesson development. The success of integrating digital capabilities into our everyday pedagogical practice does not necessarily require teachers to source and train in speciality products and programs. Teachers can drive technology integration and innovation by instead maximising capabilities and potential of familiar or already provided resources. This session seeks to demonstrate how teachers at CSDE utilise the versatility of Microsoft PowerPoint as a production and presentation tool to construct stimulating and engaging learning opportunities and activities through contrast, static and dynamic elements, and formatting choices. Please bring your laptop to this session and you too will have the opportunity to see and do, so you can take away a new skill. This is important because we know it’s essential for all of us to keep growing and adapting to our learners’ needs.</p>

2D (A)	<p>Andrew Scrimgeour (<i>University of South Australia</i>)</p> <p>The rise of China, and the related opportunities and challenges have reinforced the need for improved knowledge and understanding of contemporary Chinese societies and their world views in countries which wish to build relationships with China. There has been much discussion over the value of Chinese language study, at all levels of schooling, to enhanced 'China literacy' in western societies. However, the study of Chinese language and culture brings with it significant challenges that are not easily overcome, especially on low time-on-task contexts. This presentation reflects on some of the challenges and directions in teaching Chinese in the anglophone world. Using data from the UK, and the Australian school context, it explores issues in Chinese language program provision and student participation and puts forward ideas for future innovation and collaboration in teaching Chinese as an international language in English speaking contexts.</p>
2D (B)	<p>Clara Liu (<i>Sheldon College</i>)</p> <p>How to work smarter, not harder as a language teacher. I am going to share my experience of managing a Years 5-12 program and teaching 450+ students annually at a P-12 independent private school. I have strategies to share my successful teaching practice to maximise work efficiency and achieve best possible outcomes in language learning.</p>
3	<p>Prof Anne-Marie Morgan (<i>AFMLTA</i>)</p> <p>This paper will present findings from the research undertaken as part of the National Languages Plan and Strategy project and will link the findings to suggested outcomes for Languages Education policy planning at a national level. Project Leaders will connect the outcomes of significant data collection, stakeholder engagement and deep analysis to suggested goals and actions. They will present possibilities for policy and practice, including a model for languages education; for provision of high-quality programs and for initial teacher education.</p>
4A	<p>Fu Nojima (<i>ACER</i>)</p> <p>Quality online language assessments can be used to take a snapshot of your students' learning, as well as to give encouragement and build confidence. After a period of disruptions caused by the global pandemic, having a suite of effective assessment tools is more critical than ever for everyday language teaching and learning.</p> <p>The current presentation demonstrates a case study using French data from the Assessment of Languages Competence (ALC), seeking effective ways to utilise online assessments for teaching in a classroom context.</p> <p>Online language assessments, such as ALC, can be added to an educator's assessment suite, to provide useful information about students' receptive skills. In order to use the online assessment for this purpose, one needs to understand what is being measured in the assessment. The aim of this presentation is to:</p> <ul style="list-style-type: none"> - demonstrate how you can gain a snapshot of your students, using online Japanese/French language assessments. - explore the benefits of using online assessments in classroom. <p>The ALC is a suite of language assessments designed to assess language competence in learners of additional languages, developed by the Australian Council for Educational Research (ACER). This 30-year-old program offers listening and reading comprehension tasks in a multiple-choice format, with a mission to celebrate and enhance the learning of languages in the Asia-Pacific region. The ALC has now evolved to an online assessment that is available on-demand.</p>

<p>4B</p>	<p><i>Mara Ballarini & Floriana Torelli (Cairns State High School)</i></p> <p>Educating for global competence is critical for young people to be the creators and custodians of our future. Content and Language Integrated Learning (CLIL) is a major trend in second language (L2) education in Europe and other locations, and is emerging in Australia, as a method to foster intercultural capabilities and global mindedness. There is a gap in research on the effectiveness of CLIL in Australian secondary schools, and in Far North Queensland (FNQ) in particular, and this paper aims to provide field data. It is important to determine whether CLIL is a feasible approach to overcome some of the challenges of L2 teaching and learning in FNQ. Using a CLIL approach, an Italian Immersion Programme was implemented at Cairns State High School and data were collected over a three-year period through student and parent surveys, semi-structured interviews, analysis of samples of work and enrolment numbers. Researchers found that the Italian Immersion Programme significantly improved engagement, enjoyment, self-efficacy perception, higher-order thinking skills, global mindedness, and student retention. These findings imply the need to implement changes to L2 teaching and learning to ensure FNQ effectively responds to the demands of a rapidly changing world.</p>
<p>4C</p>	<p><i>Anna Yamaura (Sacred Heart Primary School Sandgate, St Luke's Catholic Parish School Capalaba, Our Lady Help of Christians School Hendra)</i></p> <p>This presentation will outline the CI techniques I currently use in my P-2 classes such as TPR, Story Listening, Picture Talk, visual clues and incidental language used in brain breaks. In 2020, I found myself teaching P-2 for the first time. While I had observed P-2 classes in the late 1990s and early 2000s as a teacher and experienced the Early Years as a parent, I had NEVER worked with the age group until January 2020. With 30 minute lessons, how was I going to encourage a love of learning a language, while maximising language acquisition in a language which used a different writing system? I had dabbled in CI techniques for years, but began a concerted effort to find and effectively use techniques that worked for students and me. I am still on this journey.</p>

<p>4D</p>	<p>Masumi Morimoto (<i>QLD Academy for Science Mathematics and Technology</i>)</p> <p>This presentation is for Japanese teachers seeking to improve the script immersion learning of their students. Focusing on a case study of a High School in North Queensland, the presentation discusses the effectiveness of using the TADOKU strategy to foster better student engagement with Japanese text.</p> <p>The presentation will provide attendees with new strategies to help foster engagement in Japanese written material helping students to excel in an area in which they often struggle. While Japanese education in QLD is popular, the perceived difficulty in learning Japanese script often pushes students away from studying it. This presentation explores the current limitations of Japanese teaching methodology in Australia and proposes a new model to increase script exposure to students. Using both qualitative and quantitative data from the cases study this presentation proposes the TADOKU extensive reading strategy as a possible tool to help break down the perceived barriers to learning Japanese among high school students. If implemented properly TADOKU will provide students with exposure to real-world Japanese texts building their confidence and language ability.</p> <p>As such the presentation will not only discuss the theoretical reasoning behind the implementation of the TADOKU strategy but also provide practical insight and resources on how to successfully implement the program in schools. Over utilization of artificial Japanese texts limits students' immersion in written language. This causes feelings of stress when exposed to new material in exams and 'real life'. TADOKU gives students the opportunity to learn Japanese naturally, fostering confidence in the student to read texts beyond those found in the sterile environment of a classroom. Combing this implicit learning experience with current explicit classrooms strategies will provide students with a broader immersion in the Japanese language thus facilitating language acquisition within the school curriculum.</p>
<p>5</p>	<p>Dr Angie Knaggs (<i>UQ School of Languages & Cultures</i>)</p> <p>Language electives continue to have the lowest enrolments compared to other subjects. In 2020, only 9.5% of Year 12 students were studying languages. This is the lowest figure in the last decade.</p> <p>In April of this year, Stephanie Clayton from University of Tasmania published a thought piece in the Conversation titled "3 barriers that stop students choosing to learn a language in high school". Her piece summarises her recent study that found that students want to study a language but can't. She found that there are three main barriers to language study: 1. A lack of options; 2. Timetabling clashes; 3. Other more pressing pre-requisites for further study. Furthermore, according to her study, the most popular reasons for students doing a language are:</p> <ul style="list-style-type: none"> • speaking the language when travelling • enjoying the challenge • liking the language and culture. <p>Obviously, there is mismatch between the reasons student's take languages (for personal reasons) and the reasons they do not (perceived future value in their study and career pathways). I will unpack how we, as the wider language teaching community can reset the value proposition of studying a language in a way that will tilt the scales back towards language studies in school as a crucial career decision.</p>

6	<p>Dr Gianfranco Conti (<i>CEO of Language-gym.com & Visiting professor at Reading University</i>)</p> <p>A brain-friendly curriculum is one which is designed in a way which maximises the use of classroom time and recycles its content intelligently, heeding research into human forgetting rates, the context-specificity of memory and the conversion of declarative into automatised knowledge. In this workshop, Dr Conti will suggest instructional and curriculum-design strategies aimed at optimizing the learning of vocabulary and grammar by drawing on cognitive research in the areas of language processing, memory and fluency development.</p>
7A	<p>Alessandro Digiacomo (<i>Redlands NSW</i>)</p> <p>Italian theorists have developed an inductive text-centred approach to L2 language learning that encourages students to be more autonomous and active in the language-learning classroom than traditional language learning approaches. This method contrasts with traditional language-teaching methodologies, which use teacher-centred approaches that focus solely on grammar fundamentals and the variety of rules that describe mainstream language-learning procedures. It is well known that language students can benefit from learning about the culture and the literature of the target-language nation because it leads to the heightened curiosity and a deeper understanding of the various rules and truths associated with the language. Significantly, this exercise draws the inference that links cultural awareness, language learning, and development and creates a strategic learning platform that emphasises the learner's contribution to learning. This paper puts theory into practice by proposing a contextualised learning unit in which students learn about culture, literature, and language through the lens of Dante's Inferno. The proposed didactic unit is framed upon six instances of inductive learning: motivation, globality, analysis, synthesis, reflection, and verification. This paper also discusses teachers' considerations when selecting authentic texts and highlights the benefits of teaching literary texts to language students.</p>

<p>7B</p>	<p>Suzanne Barry (<i>University of New England</i>)</p> <p>Suzanne’s PhD project forms part of ARC Discovery Project, Starting Young: An analysis of policy, practice, and potential for increasing early years languages learning in Australia. Focussing on ‘teacher training’ through interpretation of emerging teachers’ experiences, she unpacks development of their language teacher identity at university and beyond. Participants are drawn from various training situations: in-service university-provided language teacher training, ‘traditional’ university education, and workplace mentorship.</p> <p>The project is framed by Kumaravadivelu’s (2012, p. 17) framework for language teacher education, or "Modular Model" comprising five modules: Knowing, Analysing, Recognising, Doing, and Seeing (KARDS). A key aspect of ‘Analysing’ is recognising the teacher ‘Self’ which is “all about recognising teacher identities, beliefs and values” (Kumaravadivelu, 2012, p. 55). This construction of identity aligns with the fourth of Byram’s (1997; 2021) five skills for developing Intercultural Communicative Competence (ICC); savoir-être - knowing how to ‘be’ when relating to others. In other words, it involves attitudes of "curiosity and openness" and "readiness to suspend belief about other cultures and belief about one’s own" (Byram & Wagner, 2018, p. 9).</p> <p>Identity has emerged as an important factor in teacher experience (Cochran-Smith & Lytle, 1998; Crozet, 2017). Furthermore, the highly identity-based site of intercultural education, characterised by “intense intellectual work” means the identity focus is two-fold (Salter & Maxwell, 2018, p. 15). Consequently, developing this sense of the intercultural teacher ‘Self’ is critical for ensuring teachers emerge from their education with the confidence and sense of engagement to teach and inspire (Scarino et al., 2009).</p> <p>Drawing on participant experiences, Suzanne will offer perspectives to support the training and mentorship of emerging teachers to claim their own intercultural identities (regardless of their linguistic backgrounds). The session will also encourage discussion around operationalising personalised teacher behaviours to proliferate an intercultural perspective to improve global competence and keep them engaged in languages for life (Hajek, 2018; OECD, 2018).</p>
<p>7C</p>	<p>Peter McCosker (<i>Griffith University, St Hilda’s School</i>)</p> <p>Japanese is the most studied foreign language in Queensland schools and has been unrivalled in this position for the last few decades. Even whilst maintaining such an important place within Queensland’s educational landscape, there is a distinct lack of jurisdiction-specific data on the current state of Japanese as a foreign language (JFL). The aim of the research to be presented is to provide an insight into JFL classrooms from the perspectives of teachers of JFL in Queensland schools, through documenting the issues and challenges. Current Queensland JFL teachers will be used as a case study to better understand how JFL is taught in some Queensland classrooms. Findings from data collected through surveys and interviews with JFL teachers in Queensland will be shared as well as any initial insights into how any issues and challenges can be effectively addressed.</p>
<p>7D</p>	<p>Jillian Symons (<i>Intext</i>)</p> <p>In this session, Jillian will demonstrate the access to new course materials, have a “games” table where a hands-on opportunity to explore the range of games, and supplementary reading and teaching/learning materials in French, German, Spanish and Italian.</p>

8A	<p>Halim Nataprawira & Egia Varhana (<i>BBBIQ Indonesian language and culture institute of Queensland</i>)</p> <p>The presentation will showcase an Australian Curriculum aligned Indonesian Language learning website (balaibahasadanbudayaindonesia.com) - a project completed by the BBBIQ, supported by the University of Queensland.</p>
8B	<p>Kelly Harrison (<i>The Languages Roadshow</i>)</p> <p>Content and Language Integrated Learning (CLIL) is gaining momentum in Australian schools due to its ability to increase student proficiency, engagement and also for the creative timetabling options its provides schools. Many teachers are interested in CLIL but feel unsure as to whether or not (or how) it could possibly be implemented in their school context.</p> <p>his workshop session will focus on some of the logistics of CLIL, with real-life examples from a range of Qld teachers who have made CLIL work in their schools.</p>
8C	<p>Andrew Scrimgeour (<i>University of South Australia</i>)</p> <p>In 2019 the Department of Education, Skills and Employment (DESE) engaged the Australian Federation of Modern Language Teachers Association (AFMLTA) to conduct a project to develop a National Plan and Strategy for Languages Education in Australia, to support the Australian Government in developing a sustainable approach to planning and implementing languages education, and increasing the uptake of languages learning in schools. The project submitted its report and recommendations to the federal government in mid 2022.</p> <p>Two inter-related research projects were undertaken. This paper reports data drawn from the first of these two projects, Research Project 1, The state of languages education in Australia: Program provision and student participation. It reports on nationwide data on Japanese language teaching in Australia gathered from two sources; on student participation in Japanese programs gathered from jurisdictions; and on Japanese teacher background, experiences and aspirations, gathered from language teacher surveys. Strategies to support Japanese teachers into the future are discussed.</p>

<p>8D</p>	<p><i>Fu Nojima (ACER)</i></p> <p>Quality online language assessments can be used to take a snapshot of your students' learning, as well as to give encouragement and build confidence. After a period of disruptions caused by the global pandemic, having a suite of effective assessment tools is more critical than ever for everyday language teaching and learning.</p> <p>The current presentation demonstrates a case study using Japanese data from the Assessment of Languages Competence (ALC), seeking effective ways to utilise online assessments for teaching in a classroom context.</p> <p>Online language assessments, such as ALC, can be added to an educator's assessment suite, to provide useful information about students' receptive skills. In order to use the online assessment for this purpose, one needs to understand what is being measured in the assessment. The aim of this presentation is to:</p> <ul style="list-style-type: none"> - demonstrate how you can gain a snapshot of your students, using online Japanese/French language assessments. - explore the benefits of using online assessments in classroom. <p>The ALC is a suite of language assessments designed to assess language competence in learners of additional languages, developed by the Australian Council for Educational Research (ACER). This 30-year-old program offers listening and reading comprehension tasks in a multiple-choice format, with a mission to celebrate and enhance the learning of languages in the Asia-Pacific region. The ALC has now evolved to an online assessment that is available on-demand.</p>
<p>9A</p>	<p><i>Paula Hay (Regents Park State School)</i></p> <p>The German Teachers' Branch is extremely fortunate to be supported by the Goethe Institut. Paula will present the latest updates, information, resources and materials developed available from the Goethe Institut. This always involves lots of presents! Paula will also present the latest resource which she developed for the Goethe Institut - teaching tips for the very popular How ... is German poster series.</p>
<p>9B</p>	<p><i>Joe Dale (UK)</i></p> <p>In this session, Joe Dale will explore many ways in which animated gifs can be used to bring language learning to life, by reinforcing sentence structure, practising dialogues, modelling grammar use and giving personalised feedback. You will see how easy it is to produce your own mini-animations to embellish your presentations and connect with your learners.</p>

<p>9C</p>	<p>Susie Fenton & Corey Davidson (<i>Murasaki Sensei's Classroom</i>)</p> <p>Are you a fan of “Wordle” or similar daily online vocabulary games? Wouldn’t it be awesome if you and your students could enjoy developing Japanese language skills through super-kawaii and engaging vocabulary games? Imagine if these were available in a variety of topics and difficulty levels. 😊</p> <p>むらさきせんせい の きょうしつ (Murasaki Sensei’s Classroom) is an engaging Japanese language activity centre which is in development for desktop and mobile devices. Users can build skills via engagement in a variety of activities such as Flash Cards and the wonderfully addictive, Wordle-inspired JANGO. “JANGO” is a blend of “Japanese” and “Tango”, the latter meaning “vocabulary” and/or “dance” (perhaps depending on your own learning style)</p> <p>Content is divided into “Classes” (Japanese Language Experience-Levels) and “Topics” that align to popular Japanese textbooks so that users at any stage of Japanese language proficiency may jump right in. All vocabulary content used in Murasaki Sensei’s Classroom can be found in the handy “Vocabulary Lists”. Whilst using Jango and Flash Cards, you will make progress on your “Daily Goal”- an engaging way to track your individual learning journey and promote daily language practice through quantifiable progress and kawaii sakura blossom rewards!</p> <p>Challenging yourself to achieve your personal best each day! Actively building fluency, skills and confidence in Japanese. Competing against yourself, classmates, family, friends and colleagues. How motivating! We are excited to guide you through 「むらさきせんせい の きょうし つ」 Warning – Jango addiction is a possibility. However, just for a few minutes each day - all in the name of Japanese fluency and fun. 😊</p>
<p>9D</p>	<p>Jillian Symons (<i>Intext</i>)</p> <p>In this session, Jillian will introduce new resources for teaching Chinese and Japanese and offer participants the chance to open and explore the materials.</p>
<p>10</p>	<p>Alison Von Dietze (<i>ACARA</i>)</p> <p>What is new in AC: Languages curriculum? What changes will I need to make to my programs? Are there any support materials to help me with the changes?</p> <p>This session looks at the revisions to the AC: Languages, what has changed and why. It will demonstrate updated functionality of the website and how these features can assist teachers in their teaching and learning programs. It will also showcase a new resource that teachers may use if they wish, designed to assist teachers differentiate their language teaching for different entry points into language learning and/or to cater for students with a variety of backgrounds and experiences.</p>