



August 2007

Welcome

The initial 2.5 day conference has now been held in each state and territory. This edition includes reports from the Key Contacts in New South Wales Queensland and Australian Capital Territory.

New South Wales

Report from Julie Flynn

In NSW, there are 90 participants from across school sectors. Participating teachers come from primary and secondary schools, including ethnic schools and distance education centres, in metropolitan and country regions. A large number of languages are represented, including European, Asian and community languages. Some teachers are very experienced, as syllabus writers, examination committee members, and HSC examiners and markers; others are newly appointed and the only languages teacher in their school. The range of participants is important to the purpose and scope of the ILTLP project.

During the 2.5 days, teachers responded very positively to the sessions presented by Angela, Michelle and Leo. They also appreciated the opportunity to hear Robyn and Melissa talk about their work during Phase 1.

Some comments about the project so far:

- *It has enabled a shift in attitude and approach towards language teaching specifically, but has also reignited my zeal for excellent, engaging teaching.*
- *Will renew my approaches to teaching practice for the benefit of my students and myself*
- *Great to refresh language methodologies and reflect on my own teaching and learning*
- *I have realised that in my context (97% NESB), I am already 'interculturalising' like crazy!*
- *Found it extremely useful to hear from Robyn and Melissa and to see first hand 'real' examples of ILTL in the classroom.*
- *The chance to listen to experts in the field of intercultural language teaching and learning has allowed me to deepen my pedagogical knowledge.*
- *The whole conference has been inspiring and boosted energy levels!*
- *I'm glad we will be doing the investigation because I think that will give me more knowledge and clarity.*

Queensland

Report from Tamara Romans

In Queensland we have 48 participants from all sectors across the state, representing six languages: Chinese, French, German, Indonesian, Italian and Japanese. The group is comprised of school-based primary and secondary teachers and three distance education teachers. Participants' experience ranges from one first-year teacher to a few who have more than 20 years' experience.

The initial 2.5 day conference was held May 8-10. Overall, feedback was positive. In particular, many commented on the thought-provoking nature of the workshops lead by Tony Liddicoat and Jo Carr. Phase-1 ILTLP participant, Cynthia Dodd, who generously shared her 'journey', as well as some practical examples and data collection tools, was very favourably received.

Some participants who were very new to intercultural language learning indicated that they found the theoretical input quite challenging, while those with previous exposure to the orientation remarked that the sessions consolidated their understandings. Many commented on the need to 'try things out' and 'put into practice' to come to fuller understandings. At the end of the conference, many teachers indicated that they were 'revitalised', 're-invigorated' and 'encouraged' by the opportunity to network and to reflect collectively on their practice.

Some participants' comments after the initial 2.5 day conference were:

- *This has reinforced my prior learning. It pin-pointed the need for integration rather than discrete teaching of culture within language classes.*
- *I can now differentiate between 'sociocultural' teaching and 'intercultural teaching'.*
- *It has started me questioning my own practice. It has made me even more aware of the importance of my role as a teacher of foreign languages and the extent to which I can influence students' lives and learning experiences.*
- *This has opened my view on how to engage and interact with my students.*
- *I guess it will take me some time to adjust to this new approach of planning and teaching a foreign language. But I'm willing to give it a go so as to maximise student learning and retention in LOTE.*

Australian Capital Territory

Report from Elizabeth Courtois

The two and a half day ILTLP conference was held at the Centre for Teaching and Learning in Stirling in the ACT on March 28, 29 and 30. Twenty-two teachers of French, German, Mandarin, Japanese, Indonesian, Italian and Spanish participated.

Teachers came from the three educational sectors and there was a mix of both beginning and experienced teachers. Some participants were familiar with intercultural language learning and others had no previous knowledge. This made for dynamic and enthusiastic discussion. Participants enjoyed the balance of theory and practical examples offered by Tony and Chantal. Many wondered whether intercultural language learning would mean using less target language in the classroom. They commented about how useful it was to hear the personal experiences of teachers who had participated in Phase one of the ILTLP. Most teachers said that they appreciated having the rare opportunity to be involved in a national research project.

ILTLP Key Dates

August

6	Recall 2 Queensland
20	Recall 2 Tasmania
27	Recall 2 Western Australia*
28	Recall 2 Australian Capital Territory
29	Recall 2 South Australia

September

3	Recall 2 Victoria*
10	Recall 2 New South Wales
24	Recall 2 Northern Territory*

October

23	Reporting Day Australian Capital Territory
25	Reporting Day South Australia
26	Reporting Day New South Wales

November

2	Reporting Day Queensland
9	Reporting Day Northern Territory
16	Reporting Day Western Australia
16	Reporting Day Victoria
19	Reporting Day Tasmania

November – January Phase 4 – Refinement of the ILTLP resources and reporting

* denotes amended dates

Contact

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