

# LANGUAGES EDUCATION IN AUSTRALIA

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Read this on the web at <http://www.languageseducation.com/news1080619.pdf>

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## SPECIAL EVENT

### World Indigenous Peoples Conference on Education 2008

#### Indigenous Education in the 21st Century: Respecting Tradition, Shaping the Future

*7-11 December 2008, Melbourne, Victoria*

Preparations are well underway for what promises to be a very special cultural and learning event.

The World Indigenous Peoples Conference: Education (WIPC:E) is a triennial conference of international significance that attracts peoples from around the globe to celebrate and share diverse cultures, traditions and knowledge with a focus on world indigenous education.

The purpose of WIPC:E is to provide a forum to come together, share and learn and promote best practice in indigenous education policies, programs and practice.

To be held on the traditional lands of the Kulin Nation, Melbourne, Australia from 7th - 11th December 2008, WIPC:E 2008 will be a celebration of our diverse cultures, traditions and knowledge. It will provide us with the opportunity to showcase our efforts to provide educational experiences suitable to our individual and unique communities and will be a time to rejoice in our strengths and capacity to uphold our traditions and knowledge systems.

It will also be a chance to consider how we, as Indigenous people, would like to see education shaped into the future to meet our needs. It is Australia's Indigenous peoples' vision that WIPC:E 2008 will be solidly embedded in community knowledge.

WIPC:E 2008 has the potential to impact positively on the educational outcomes and lives of Indigenous people across the planet. Formal education provides us with a broad set of options to shape our own futures and with tools to tell our own stories to the wider community; our challenge is to balance the learnings from formal systems within our own traditions.

WIPC:E 2008 hopes to explore some of the questions raised by living within competing knowledge systems and look beyond the horizon where complementary knowledge can be used to shape our own futures.

The Victorian Aboriginal Education Association Inc is proud to be hosting this prestigious event. We look forward to welcoming you to our beautiful country and making your time in Melbourne an educative and memorable experience.

Read more at <http://www.wipce2008.com/>

Read about the Victorian Aboriginal Education Association Inc at <http://www.vaeai.org.au/>

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## **ENGAGING WITH ASIA - BUT NOT INDONESIA**

### **In-Darwin Still Ain't In-Country!**

I support the call for the ban of travel to Indonesia TO BE LIFTED immediately.

We as the teachers of the language are suffering - and so are our students as a result.

Surely there has been more than enough of this discrimination upon us.

The nearest neighbour: and yet Indonesian language teaching - which works to promote the friendship between the people of Australia and Indonesia - is still marginalised...

Please LIFT the BAN.

*Name & Address Supplied, Queensland*

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### **Indonesia alerts to stay: Rudd**

*Matthew Franklin and Stephen Fitzpatrick The Australian June 14, 2008*

KEVIN Rudd has refused to downgrade travel advisories warning of possible terrorist attacks in Indonesia, despite assurances from President Susilo Bambang Yudhoyono that his nation is safe.

Visiting Jakarta yesterday, the Prime Minister said the warnings published on the Department of Foreign Affairs website were prepared by the independent National Threat Assessment Centre and he insisted he would not override its judgment.

His comment came after Dr Yudhoyono said Indonesia had worked hard to normalise security since the Bali bombings of 2002 and 2005 and that he wanted more Australians to visit his country for holidays.

Read more at <http://www.theaustralian.news.com.au/story/0,25197,23861109-25837,00.html>

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### **Indonesia: We're going well, but there's a glitch**

*Greg Sheridan The Australian June 14, 2008*

There is a small contradiction in Kevin Rudd's position on Indonesia.

He says Australia must "do better" than the measly 50 Australians studying in Indonesia.

But Australia's restrictive and slightly hysterical travel advisory warnings - which date in their current form from when the then Opposition politicised them in the wake of the Bali bombings - basically tell Australians not to visit Indonesia.

It is the sturdy independence of Australian travellers who defy the advisory that has seen Australian tourist numbers - but not student numbers - soar in Indonesia over the past year.

The Indonesian Government thinks the Australian advisories are over the top and should be downgraded.

Read more at <http://www.theaustralian.news.com.au/story/0,25197,23861108-24636,00.html>

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## **OPINION**

### **Diverse language skills will open the world to Australians**

*Michael Clyne January 2, 2008*

IN 2008, the International Year of Languages and the European Year of Inter-cultural Dialogue, many countries will be reflecting on their achievements in these areas and what can be done better.

On such occasions, Australia is often cited as a nation that has achieved a unique identity based on cultural diversity, successful integration, harmony, and inclusiveness.

Now that we can again feel "relaxed and comfortable" to talk about our cultural diversity, we too should take stock. We will have an opportunity to consider how we, as individuals and as a nation, make the most of our language resources and how we communicate with and about those of other cultural backgrounds.

About 400 languages (indigenous, community and sign languages) are spoken in Australian homes, and Australians have daily grassroots experience that makes them more aware of others' cultural values and communicative behaviour. It is these resources that could make us an important link between Asia and Europe.

Despite this, we are not encouraging enough younger Australians to maintain and develop their bilingualism or to acquire a second language. Half the children in compulsory education in Australia are not being taught a language other than English in a mainstream school.

The majority of those taking another language are in programs with inadequate time allocation, often taught by teachers with insufficient training or language proficiency. Many schools discourage students from proceeding with a language beyond year 8, and the retention rate to year 12 is only about 13% nationally, but 22% in Victoria, largely thanks to a high retention rate in independent schools.

In the past decade, the number of languages offered in Australian universities has fallen from 66 to 29, and the situation of some of these is precarious.

The marginalisation of language teaching is often justified by the need to concentrate on English literacy. International and local evidence shows that bilingualism and appropriate early second language study actually enhance English literacy skills.

If allowed to develop in a balanced way, bilingualism brings many cognitive benefits and assists in the learning of additional languages. The impoverished "core curriculum" favoured by the previous government — comprising English literacy, mathematics, science and perhaps Australian history — would not equip future generations for their place in the world.

We are out of step with most other countries.

Read more at <http://www.languageseducation.com/opinion.htm>

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## RESOURCES

### "Family Language Transmission" - Brigitte E Lambert (2008)

This book examines the whys and wherefores of family language transmission from the perspective of parents as language planners and managers of their linguistic resources.

It draws on a qualitative, interview-based study of twenty families in which German is, was, or could have been the target language. Successive census analyses have charted a marked decline in the number of German speakers in Australia, indicating that motivation for transmitting German has waned. The situations where it is presently being transmitted are therefore particularly interesting.

Data analysis was facilitated by a decision map depicting the planning, implementation and outcome phases of the transmission undertaking.

The main findings show that the parents' decision is negotiated around their own needs, interests and ambitions in terms of child-focused, reciprocal and parent-centred motives. These, in turn, are linked to transmission strategies and the linguistic outcomes for the children. Through an understanding of the motivational issues arising in this context, it will hopefully be possible to better predict the effectiveness of the transmission strategies presently applied.

Brigitte E. Lambert works with the Research Unit for Multiculturalism and Cross-Cultural Communication at the University of Melbourne, where she also completed her Ph.D. She was awarded the 2007 Michael Clyne Prize for the best thesis with a focus on an aspect of immigrant bilingualism and language contact by the Applied Linguistics Association of Australia and the Australian Linguistics Society. Her research interests are centred on multilingual and multicultural issues

Published by Peter Lang Publishing Group - read more at <http://www.peterlang.net/Index.cfm?vSiteName=BookDetail.cfm&vID=57376&vLang=E>

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### Languages and Intercultural Dialogue Feature on ABC *"Life matters"* Programs

- "A Second Language" - Angela Scarino 29 May 2008

Not many Australian students study foreign languages, either at school or university. So will our first Mandarin-speaking Prime Minister make a difference? Language teachers hope that more students will see the value in being bi-lingual, both for work and cultural understanding.

Presented by Richard Aedy. Guest: Associate Professor Angela Scarino, Director of the Research Centre for Languages and Culture at the University of South Australia

Listen online at: <http://www.abc.net.au/rn/lifematters/stories/2008/2258610.htm>

- "Engaging with Asia" - Panel Discussion Friday July 18th at 9.00 am

Presenter Richard Aedy and panelists Kathe Kiting, Prof. Robin Jeffrey, Malcolm Norris and Andrew Blair discuss the new perspectives and imperatives of the 21st Century in relation to languages learning and intercultural dialogue as central aspects of Australia's engagement with Asia.

- Richard Aedy's Blog

Richard has also included languages education as a topic as on his blog and we invite you all to contribute to the discussion, particularly in relation to the teaching of Asian languages and studies.

Here's the address: <http://richardaedy.blogspot.com/2008/05/parlez-vous.html>

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## **RAISING CHILDREN BILINGUALLY**

### **Learning a second language boosts brain power**

*Mandy Scott*

Research has shown that learning another language can help increase the power of the brain and open up new ways of thinking. Studies of people who had learned a second language had denser grey matter than their monolingual counterparts, and the earlier they started learning the second language, the more pronounced the difference. Grey matter makes up most of the nerve cells in the brain, and its density is associated with intellect, especially in areas of language, memory, and attention. Learning two languages before the age of five produced the strongest results.

This fits in with other findings that bilingualism assists conceptual development. Children who know and use two languages are often more creative and flexible in their thinking. They can 'think outside the square' because they are accustomed to using different ways to think about the same idea or problem.

Bilinguals are also more aware of the structure of languages since they can compare different linguistic systems. This helps with general language development, including listening, speaking, and literacy. This dispels a common misconception that learning another language detracts from English language development, and that in school it takes time away from more basic or 'core' areas of schooling.

There is nothing more basic than developing language and communicative abilities. Learning any language can contribute to this, and two languages seem better than one.

In addition to all these cognitive and educational benefits, learning another language has cultural and social benefits because it gives children a wider view of the world and an understanding of more than one culture. This will become more and more important in our increasingly globalised world.

Starting a language early also gives children a good basis for further language learning - in the same language or another one. Research shows that people who already have two languages find it easier to learn a third.

How can you give your child these benefits? If you speak another language in your family, consider raising your child bilingually. Visit [www.geocities.com/bilingualfamilies](http://www.geocities.com/bilingualfamilies) and [www.bilingualoptions.com.au](http://www.bilingualoptions.com.au) for information and advice. You can also seek out other parents raising children bilingually in the ACT region, for example through one of the language-based play groups.

If you are an English speaking family, explore options for exposing your child to a bilingual environment through a childcare centre or play group where a language other than English is used. Some weekend ethnic schools also allow preschoolers to attend. When choosing a primary school, choose one which values other languages. Three government schools in the ACT currently offer bilingual programs - in French, Italian and Mandarin Chinese.

Pick a language you are interested in and learn along with your child! It's a fun way to learn about another language and culture. Research also shows that speaking two languages can delay the onset of Alzheimers by several years. So the whole family can benefit!! Happy languaging!

*Mandy Scott has a PhD in Linguistics, speaks several languages, and is an active supporter of languages education. She can be contacted at [mandy.scott@anu.edu.au](mailto:mandy.scott@anu.edu.au).*

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## **OPINION**

### **Languages education in Australia in 2008**

This article provides an overview of the current situation in the teaching of languages by providing some data regarding student participation in languages, outlining activities being undertaken collaboratively at the national level and providing information about recent Australian Government initiatives.

#### Participation data

One feature of languages education in Australia is the large number of languages taught. The 2003 MCEETYA Review of Languages reported that 146 languages were taught in Australian schools (including ethnic schools). The recently released report *An Investigation of the State and Nature of Languages in Australian Schools* indicates that by 2005 this figure had decreased slightly to approximately 133 languages.

Data from both the MCEETYA Review and the *State and Nature* report found that:

- the top six languages (Japanese, Italian, Indonesian, French, German and Mandarin Chinese - in that order) are learnt by over 90% of learners (92.1% in 2001 and 90.5% in 2005). This leaves less than 10% of students studying the remaining languages.
- in government schools, an average of half of all students were studying a language in 2001 (50.9%) and slightly less in 2005 (47.5%).
- at senior secondary level, the data shows that student participation has remained relatively static (at approximately 13%). However, the data do not differentiate between international students and those students who are studying beginners courses - which have both been areas of growth in the last few years.

The AFMLTA finds this downward trend of concern - for how will we be the clever country when many of our students are missing out on a key learning area?

Read more at <http://www.languageseducation.com/opinion.htm>

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## **TALES FROM HERE AND THERE**

### **Australia: Aussie kids 'need second language' - starting in early childhood!**

*The Australian May 23, 2008*

Australian children should be learning a second language from early childhood to keep up with their European and Asian counterparts, a leading language expert said.

University of Queensland Professor Ken Wiltshire has called on state and federal governments to do more to encourage children to learn a second, or even third language.

He said foreign languages should be introduced to children in early childhood centres, when the capacity to learn is greatest, and remain compulsory until grade 12.

"In Europe it's now going to be compulsory for children to learn two languages and ideally three," he said.

"In Australia kids get an exposure to foreign language for about four or five years from primary school but from then on they can actually escape it, which is a great pity."

He said Australia's physical isolation and the position of English as a global language meant many did not see the need to learn another language.

However, he said being fluent in only one language meant Australians would miss out on cultural experiences and it could also prove a disadvantage in international business.

Professor Wiltshire, formerly Australia's representative on the executive board of United Nations Education Sciences and Culture Organisation (UNESCO), said foreign languages needed to be included in Prime Minister Kevin Rudd's "education revolution".

He said while Mr. Rudd's fluency in Mandarin provided a good role model, the prime minister needed to do more to encourage young Australians.

"There is no point in having a prime minister who speaks Mandarin if he doesn't introduce good coherent policies that are going to encourage foreign languages," he said.

Read more at <http://www.theaustralian.news.com.au/story/0,25197,23745220-26103,00.html>

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## **USA: More Bilingual Education May be on the Way**

*Democrat Herald (OR) May 28, 2008*

The Albany Public School District has recently formed a committee to develop additional bilingual classes at the elementary level in order to accommodate the increasing number of students who speak a language other than English.

The plan is to establish a pilot program by fall of 2009 or 2010. In the future, committee members will be deciding whether a dual language program or a one-way instruction program will be most effective within the district.

ELL coordinator Ellen Carlson is in favor of bilingual education. Carlson, who has been influenced by research, believes "being able to study concepts first in their native tongue, then in English, leads to quicker mastery of both concept and language."

Read more at [http://www.dhonline.com/articles/2008/05/28/news/local/5aaa02\\_bilingual.txt.txt](http://www.dhonline.com/articles/2008/05/28/news/local/5aaa02_bilingual.txt.txt)

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## **Italy: Brain Activity Reveals Mother Tongue**

*Education Week May 23, 2008*

The Associated Press reports on recent research suggesting there are differences in the way that the brain processes languages learned earlier or later in life.

Scientists at Italy's National Research Council in Rome studied a group of 15 EU interpreters who were fluent in both Italian and English. All of the interpreters had Italian as a first language and had spoken Italian exclusively until age 5.

The scientists asked the interpreters to read words flashed on a computer screen while they were hooked up to an electroencephalograph, or EEG, a tool which measures electrical activity in the brain. The scientists noticed higher levels of electricity when the words were in Italian.

Surprisingly, there was a spike in activity after 170 milliseconds; researchers believe that after 170 milliseconds, the brain recognizes the letters in a word, but does not process the meaning until approximately 250 milliseconds—these results suggest that the brain recognizes that the word is in the native language before the meaning of the word is interpreted.

"I didn't expect such differences at the very beginning of the process," said psychologist Joseph Dien of the University of Kansas. "They emerge at a very early level of comprehension." The study suggests that even for fluent second language speakers, there are still cognitive differences between the way the brain processes the first and second language.

Read more (free registration required) at

[http://www.edweek.org/login.html?source=http%3A%2F%2Fwww.ncela.gwu.edu%2Fnewsline%2Farchives%2F2008%2F05%2Fbrain\\_activity.html&destination=http%3A%2F%2Fwww.edweek.org%2Fews%2Farticles%2F2008%2F05%2F22%2F104725bceufegenitalylanguageofthoughts\\_ap.html%3FlevelId%3D1000%26&levelId=1000&baddebt=false](http://www.edweek.org/login.html?source=http%3A%2F%2Fwww.ncela.gwu.edu%2Fnewsline%2Farchives%2F2008%2F05%2Fbrain_activity.html&destination=http%3A%2F%2Fwww.edweek.org%2Fews%2Farticles%2F2008%2F05%2F22%2F104725bceufegenitalylanguageofthoughts_ap.html%3FlevelId%3D1000%26&levelId=1000&baddebt=false)

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## **USA: WLCSD Dual Language Program Celebrates 10th Anniversary**

*West Liberty Index (IA) May 28, 2008*

Sara Sedlacek reports on the tenth anniversary of West Liberty Community School District's dual language program, which is now considered one of the most successful dual language programs in Iowa. West Liberty Elementary Principal Nancy Gardner and other educators reflect on the beginning stages of the program.

The first students are now freshman in high school, and several students share their opinions on the importance of knowing two languages.

In addition, West Liberty has recently become the first International Spanish Academy in Iowa because of the program. This classification allows administrators and teachers from West Liberty the opportunity to meet with other administrators and teachers from other programs.

Principal Gardner said "It's affirming to see we're on the right track. This has been a great process for everybody."

Read more at <http://westlibertyindex.com/article.php?viewID=1697>

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## **UNESCO Courier: Claude Levi-Strauss - Combating Racism and Promoting Dialogue**

This month's edition of the UNESCO Courier is devoted to the work of Claude Levi-Strauss and his extensive work with UNESCO over the past 60 years, featuring some of his key writings over that period.

Read more at [http://portal.unesco.org/en/ev.php-URL\\_ID=41819&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=41819&URL_DO=DO_TOPIC&URL_SECTION=201.html)

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## **USA: Immersion Conversion in Oregon**

*Anne Williams, Register-Guard, 3 June 2008*

A long-nurtured dream among the staff at Eugene's 310-student River Road/El Camino del Rio Elementary School seems likely to come true by fall 2009.

The Eugene School Board on Wednesday is expected to endorse planning for Lane County's first two-way Spanish/English language immersion program, to be housed at River Road.

The program would offer instruction in both languages to all students, with core subjects — reading, math, social studies and science — taught half the day in English, half in Spanish. It would probably begin as kindergarten-only, expanding as students ascend to the next grade level.

A key goal with two-way programs, which have taken root throughout the West over the past 20 years, is to attract equal numbers of native English and native Spanish speakers, who learn each others'

languages and culture together. At least 332 such programs exist in 27 states, according to the Center for Applied Linguistics.

"We're 100 percent on board," said first-grade teacher Imelda Cortez, herself a native Spanish speaker who hopes her two young sons will have a chance at two-way immersion. "We're super excited. We've been ready to move ahead for a while."

River Road has the highest percentage of Hispanic students, 30 percent, in the district; most are native Spanish speakers. That's probably enough — barely — to pull off two-way immersion. But, by offering regional busing, the school hopes to become a hub for native Spanish speakers. Approximately 25 percent of students at nearby Howard Elementary are Hispanic.

Oregon already is home to at least a dozen schools with two-way immersion instruction.

Read more at

<http://www.registerguard.com/csp/cms/sites/dt.cms.support.viewStory.cls?cid=106876&sid=4&fid=1>

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## **USA: Immersion experiences to support heritage languages**

*Kevin Matthews, UCLA (University of California Los Angeles) International Institute 6 May 2008*

People come to America from around the world...to lose their native languages. As part of a national, UCLA-based effort that aims to reverse language loss, Terrence Wiley of Arizona State University and his graduate students are pointing out the importance of local resources, ethnic media, and community-based language teaching.

Terry Wiley describes the Lee Lee Oriental Supermarket in Chandler, Ariz., as a "United Nations of food." The products and multilingual labels from Latin American, the Middle East, Europe, and Africa, in addition to Asia, are evidence of the diversity near Phoenix and Arizona State University, where Wiley teaches.

Wiley, who has been working with UCLA faculty members on heritage language issues since 1999, got interested in Lee Lee as a place where languages meet. It's not just the conversations and the message boards used by Vietnamese, Chinese, and Korean immigrants that attracted him.

He and co-researcher Gerda de Klerk realized that with U.S. Census data they could map, within a large circle around the market, networks of churches, businesses, newsstands, and other points of interest for speakers of dozens of languages.

These language communities do not necessarily match up with neighborhoods, but they always have resources that educators can take advantage of. For example, although the relatively few immigrants from Iran are scattered throughout the Phoenix Valley, a complete Persian yellow pages is available. On satellite dishes, Persian-speaking families can pick up five major stations in the language either from Iran or from refugee populations elsewhere.

For a simple school assignment, says Wiley, have students find a Persian-speaking dentist near home. For something more complex, have advanced students of Chinese compare articles, editorials, and advertisements in local papers. Have students of Spanish look not only at telenovelas and variety shows (on the highest-rated local television networks), but at Spanish-language ephemera and Internet blogs.

"The more savvy you are with the media and the Internet and transnationality," Wiley explains, "the more creative you can be about how to connect students with the way languages are actually being used." Given technology and resources that are available right here, languages can be made "real" even for students who don't travel abroad.

Read more at <http://www.international.ucla.edu/article.asp?parentid=93249>

Find out more about the University's International Institute and Center for World Languages at <http://www.international.ucla.edu/languages/>

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## COMPETITIONS

### Australian National Chinese Speaking (Hanyuqiao) Competition 2008

*Friday 11 July 2008, Australian National University*

In conjunction with the 14th National Chinese Language Teachers Federation Conference, the Chinese language Teachers federation of Australia will be staging the Australian National Chinese Speaking Competition 2008.

The competition is open to students in Years 10 and 11. There are two sections:

- For students with a Chinese language background; and
- For students with no Chinese language background

The competition will be held on the afternoon of Friday 11 July 2008 in the Manning Clark Centre at the Australian National University.

The competition will be preceded by a Mix 'Mingle Reception, the cost of which is included in the Conference registration fee.

The Competition is supported by the Australia China Council and Hanban, the International Chinese Language Council of the People's Republic of China.

Read more in English <http://www.cltf.aasn.au/compeng08.pdf> and in Chinese at <http://www.cltf.aasn.au/compchin08.pdf>

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## Modern Language Teachers Association of Queensland (MLTAQ)

### Student Competitions for International Year of Languages

*Entries close 8 August 2008*

This competition - open to all Queensland students studying another language - aims to stimulate interest in the teaching and learning of languages other than English and in the cultures of which those languages form part.

Categories of entries:

- Calendar Illustration
- Languages Matter (yrs 8-12)
- Word Puzzle (NOT Seek & Find)
- Acrostic Poem
- Poster (Beginners only)

Read more at

<http://www.mltaq.asn.au/mltaq/LOTE%20Comp/2008%20comp/2008%20LOTE%20COMPETITION%20full%20version.doc>

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## 39th Annual Japanese Language Speech Contest

## **Victoria**

Entries Close: 27 August 2008

State Final: 6 September 2008

Website: <http://www.melbourne.au.emb-japan.go.jp/jicc/whatson.html>

## **New South Wales**

Entries Close: 15 August 2008

State Final: 13 September 2008

Website: [http://www.jpf.org.au/03\\_language/contest.htm](http://www.jpf.org.au/03_language/contest.htm)

## **Queensland**

State Final: Saturday 6 September

Contact: <mailto:gomura@optusnet.com.au>

## **Northern Territory**

State Final: Saturday 30 August

Contact: <mailto:melissa.kosciuk@ntschoools.net>

## **Western Australia**

State Final: Sunday 31 August

Contact: <mailto:j.iwasaki@ecu.edu.au>

## **South Australia**

State Final: to be confirmed

Contact: <mailto:jfarinola@bps.sa.edu.au>

## **Tasmania**

State Final: to be confirmed

Contact: <mailto:camellia.cseko@education.tas.gov.au>

## **Australian Capital Territory**

State Final: to be confirmed

Contact: <mailto:heidi.vellnagel@cggs.act.edu.au>

**National Final, Sydney: Saturday 18 October 2008**

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## **CONFERENCES & EVENTS**

### **Victorian State Community Languages Schools Conference**

***5 July 2008***

The Victorian State Community Languages Schools Conference is fast approaching.

Keynote speakers including Dr Ken Cruikshank from Wollongong University and Carol Kelly from the Department of Education & Early Childhood Development will set the scene for open forum discussions and workshops to enhance teaching and learning and to build positive productive partnerships with schools and communities.

Read more at <http://www.communitylanguages.org.au/>

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## **National Chinese Language Teachers' Federation Conference**

### **Chinese: Teaching, Learning & Assessment in the 21st Century**

*12-13 July 2008, Australian National University, Canberra*

Chinese is increasingly accepted as the most important non-English language for the future of Australia. The demand from students wishing to learn Chinese is growing strongly across the nation from preschool to university levels.

The resources made available by education systems to teach Chinese, however, are not growing in line with demand. It is vital, therefore, that Chinese teachers make the best possible use of the resources that are available to them.

The 14th Annual Conference of the Chinese Language Teachers Federation of Australia is being held against this backdrop, and will provide participants with

- the latest developments in Chinese teaching practice,
- the latest understandings about how students learn Chinese, and importantly,
- about assessment and quality assurance issues in relation to learning Chinese.

The Conference will be held in Canberra in the Manning Clark Centre, Australian National University. The host organiser of the Conference, the Canberra Chinese Language Teachers Society, gratefully acknowledges the assistance of the Australian National University in staging this conference.

Read more at <http://www.clta.asn.au/confreg08.pdf>

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## **Fédération Internationale des Professeurs de Français (FIPF)**

### **FIPF World Congress**

*July 21-25 2008 Quebec City, Quebec, Canada*

World French Teachers Conference run by the Fédération Internationale des Professeurs de Français

Read more at <http://www.fipf.org/>

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## **Toowoomba Languages & Cultural Festival 2008**

### **Small World - Big Family**

*10 August, Toowoomba, Queensland*

Now in its third year of successful operation, the 2008 Toowoomba Languages and Cultural Festival will feature events focusing on the languages taught in schools and the work of all cultural groups in Toowoomba - a whole community celebration of languages and cultures.

Read more at <http://www.mltaq.asn.au/mltaq/branch%20stuff/darlingdowns.htm>

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## Modern Language Teachers Association of Queensland (MLTAQ)

### 2008 Biennial Conference "Languages Matter!"

*1-2 October 2008, hosted by Gold Coast Branch and Griffith University*

#### Languages Matter!

Languages matter in developing classroom pedagogy.

In understanding teacher professional standards.

In quality interactions in the language specific classroom.

In building bridges to the world.

In developing intercultural and other literacies for Australia's future.

Share with your colleagues how you are making Languages Matter.

Read more at <http://www.mltaq.asn.au/conference2008.htm>

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#### REMINDERS

30 June-11 July - LingFest 08 - Sydney - <http://www.lingfest.arts.usyd.edu.au/>  
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5-6 July 2008, Language Education in Transition Kinki University, Higashi Osaka, Japan  
<http://jaltcue-sig.org/>  
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6-9 July - New Zealand Language Teachers Biennial Conference - Wellington, New Zealand -  
<http://www.nzalt.org.nz/conference>  
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9-12 July - Australian Council of TESOL Associations International Conference - Alice Springs -  
<http://www.tesol.org.au/conference>  
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7-9 August - Modern Language Teachers Assoc of Tasmania State Conference - Hobart -  
<mailto:suzette.holmes@education.tas.gov.au>  
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3-5 October - Japan Studies Association of Canada 2008 Annual Conference - Waterloo, Canada -  
<http://www.lib.unimelb.edu.au/collections/asian/jsaa/JSAC.pdf>  
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16-18 October - Immersion Education: Pathways to Bilingualism & Beyond - St Paul, USA -  
<http://www.carla.umn.edu/conferences/immersion2008/call.html>  
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25-27 September - XIIth Foundation for Endangered Languages Conference 2008 - Leeuwarden,  
Netherlands - <http://www.ogmios.org/home.htm>  
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