



LTANT Conference 2022 Reflection

Bee Huang Khoo

My favourite session of the conference was 'we've always taught culture': How do we understand an intercultural orientation in language teaching presented by Michelle Kohler. Language and culture are intertwined, and intercultural capability enables students to learn to accept, recognise and value cultural diversity. Learning experiences which incorporate the intercultural orientation in the classroom teaching is important as students learn better through real life examples/experiences.

As an Indonesian teacher, I would like to introduce students to the bargaining culture in Indonesia. The fact of never ever declining the buy after bargaining to the lowest price they can offer you as per your request especially when you are the first business to them. As they believe the first customer brings luck for the rest of the day for their business and they want a successful business even if they will be in loss. Students who understand the similarities and differences in the way of bargaining in Indonesian culture will help to develop students' intercultural capability.

I also like the session shared by the local teachers. It was very interesting to learn from other teachers how to run classroom activities with students where they can be actively participating with clapping games and body percussion; speaking in the language and playing scissors, paper rock games with the outcome of the higher or lower rank of animals. Games using the targeted language are very beneficial and it can definitely increase students' interest and memory to learn the vocabulary. It was great to see the sample where a few students who were very shy also participated in the activity at the end and I think it was a successful example of classroom activity that increased students' participation. I would like to adapt these two activities in my lessons.



Refection for LTANT Conference 2022.

Diyah Christie

On Friday, 9th December 2022, I attended the LTANT Conference 2022.


It started with Peter Parfitt doing Welcome to the Country. Peter also gave some snippets about the history of the Australian language. This encourages me to dig further into the influence of Southeast Asian Languages on Aboriginal languages.

After welcoming to the country, Andrew Scrimgeour delivered his presentation online on linguistic diversity and language learning in Australian schools. The data presented is very interesting and surprising such as in NSW schools, 50% of students speak other languages than English, and in Darwin, the data said that Tagalog is the second biggest language used after the Greek language. It forced me to reflect on my teaching. I am very pleased that I am on the right track by acknowledging the class diversity in my Architectural classes. I use different foreign words to different students such as paalem (goodbye in Philippines to philippine students), Yasu (to Greek students), etc. I noticed that the students responded well to this. However, I think the school needs to celebrate more diversity whenever possible such as by putting simple LOTE words, such as toilet, office, classroom, etc. Hopefully, this data will also be presented to the whole school stakeholders, especially those who make the school-based language policy, with the expectation that the education departments and schools will better respond to the growing linguistic and cultural diversity in Australia.

Another useful session was on the intercultural which was presented by Michelle Kohler. This session also challenged me to look back on my teaching. I sometimes tend to teach the students merely the Indonesian language and the Indonesian culture instead of developing their intercultural capabilities. Michelle started with some fundamental concepts of culture and then, talked about intercultural learning and showed us some examples. It was challenging and I learned how to create simple texts to be more meaning-making and invite students to step outside of their world into others.

During the presentations from 3 LTANT members, I am so excited to learn the last game that was presented by Akane. I think it will be very useful for practicing speaking in a fun way. When I listened to Olga talking about percussions in the language class, it reminded me to revisit my other teaching strategy (rapping in Indonesian). Lastly, I like the use of flip.com. Even though I haven't had a chance to try it at the conference, I will pursue learning how to do it during the Christmas holiday.

The last session was presented by David Moore who focuses on describing the languages in Central Australia and the challenges faced. I loved the part where he presented some samples of where the schools work together with the community. It inspired me to bring Indonesian students closer to the Indonesian community.





LTANT Annual Conference 9th December 2022

Martin Wallace

Firstly, congratulations to LTANT for an interesting and well-managed conference. Andrew Scrimgeor's keynote talk was valuable to me as a high school language teacher as it lifted me out of the day-to-day concerns of teaching French and made me look at the wider picture of languages, for example, the fact that there are over 220 immigrant languages in Australia. Not only this, Andrew also stimulated thought on the reasons that languages are taught, something which is not usually pondered on when the teacher is deep into an irregular past tense! Reasons vary much beyond the expected prestige and trade causes and Andrew introduced us to cognitive and strategic drivers for language learning.

In this vein, Dr. Michelle Kohler took us out of the everyday problems of language teaching to make us think about intercultural orientation in learning and teaching languages. Culture of course is many faceted and Michelle outlined the role of emotion and the role of high culture (valued texts by a society) in driving language learning. Michelle made mention of the claim that language is a form of "encoded meaning" and this is an idea which has stayed with me and has indeed helped me form my practice. My own take on this is that language cannot exist outside the context of its own cultural situation and that language teachers must always teach with this in mind. I recall my own bafflement, when told in South Korea by the Head of the school to remove all cultural references to language teaching. I learned later that this is a common request of foreign teachers and quite apart from the fear of cultural contamination from which it springs, it impoverishes the effectiveness of the language teaching itself.

I'm looking forward to many more conferences and many more opportunities to broaden my knowledge of the discipline. Thanks again LTANT.

LTANT Reflections

Kevin Darcy Fitzgerald

The 2022 annual Language Teachers' Association NT (LTANT) Conference provided language teachers across the Northern Territory with the chance to collaborate and discuss a diverse range of concepts and topics. The opportunity to connect and discuss specific issues related to teaching languages in the NT is a special occasion.

Andrew Scrigmeour's first keynote speech orientated the audience to consider the plurilingualism of the NT as a microcosm of Australian multiculturalism. It was interesting to learn that the top five languages (other than English) spoken in the NT do not reflect the top five languages spoken across Australia. Scrigmeour's key thesis was that the languages of the Australian community do not represent the languages taught at Australian schools. Scrigmeour suggested that language education in Australia should depart from the traditional justifications of prestige, trade and strategic rationalizations, and should instead reflect the pluralistic profile and needs of Australian society. This of course has implications for us as language teachers as we shift our approach from siloed language specific teachers, to 'bilingual educators'.

Scrigmeour's presentation was followed by an interesting discussion around intercultural language teaching, facilitated by Michelle Kohner. Kohner introduced us to the principles of intercultural language education experiences. This was a very interesting lecture, however I found it difficult to connect to my context with junior language learners. I believe her process was more suited to language learners with more advanced cognitive abilities, as well as a proficient command of the L2 language.

The most applicable and relevant component of the conference for me was the members' sharing workshop. I found this particularly useful as these workshops provide me with pragmatic tools that I can use in the language class the next day. These are the workshops I enjoy most.

The final presentation on Indigenous language learning in Alice Springs was a harmonious conclusion to the day, especially given the NT's unique linguistic profile. It is also important that these events are not too Darwin-centric given the vast landscape we inhabit and the membership of LTANT which spans from the tropical north to the arid south.



LTANT 2022 Annual Conference Reflection

Heriati Rafiqi

I am honoured to be a part of the LTANT Conference on Friday, 9th December 2022. It was undoubtedly a well-held. I am committed to seeking new opportunities in network building among language teachers, improving or building my skills as a language teacher and self-evaluation.

Through the conference process, I was reminded again of two crucial things that a language teacher must pay attention to, which are

- to encourage the students to speak the target language/communicate and understand the culture, not just to pass the tests
- to develop an understanding of intercultural orientation in language classrooms.

The classroom language activities presented by LTANT grant recipients, the presentation on Australian linguistic diversity and its implications for the Northern situation, the discussion on the current situation for languages in the NT and how to address the teacher shortage were also very interesting for me as a language teacher.

Thank you LTANT team! I am ready to build on what I have learned to improve my teaching strategies in 2023. I will prepare teaching and learning materials that are communicative and that my students like in order to make them curious, more enjoyable and confident in learning Indonesian and the culture.



LTANT Annual Conference 2022

9th December 2022

This year's LTANT conference was a mixture of ideas ready for the language classroom for 2023 and beyond. The Keynote Address run by Andrew Scrimgeour were particularly interesting. Andrew's Keynote address really made me think about the language experiences that the students in my classroom are already bringing to the arena as well as the areas around the Darwin region that have particular linguistic groups. I didn't know that this was a function to be able to look at.

Michelle Kohler's Address which unpacked the Intercultural Capability was also worthwhile. We have been using this General Capability for some time, but Michelle really unpacked the difference between the Cultural and the Intercultural for LTANT members to reflect on what they are teaching and how they are integrating this capability from the Australian Curriculum.

It was refreshing to see various LTANT Members present some new tools for use in the language classroom. I especially enjoyed the body percussion session presented by Olga, the Flip presentation by Alexis and the new game that Akane taught us with various questions and animals. All of these tools are engaging for students and also easily applied in the classroom.

The Plenary Session that was supported by DoE, CDU, DLC and ASLC provided an interesting perspective of Language Learning in the NT. This perspective was actually quite dire, as the feeling that emanated from the discussion is that within the Territory from the Department's point of view is that the advocacy in language learning in the NT is to move to Indigenous languages, rather than those languages that are found within the Australian Curriculum. While it is exciting that local languages are gaining traction, it felt like this was the only focus for DoE. From this session, it is clear that as an association, LTANTs members as foreign language teachers really need to support each other at this point in time, because there is not too much support within other arenas.

Candice Slingerland

President - LTANT



Reflection: LTANT Conference 2022


By Chee Hock Tan

Attending the Language Teachers' Association of the Northern Territory Conference 2022 was an inspiring experience that has challenged my views on language teaching and learning. The keynote speech by Andrew Scrimgeour on Linguistic Diversity and Language Learning in Australian Schools opened my eyes to the vast number of students in Australia who speak a language other than English at home. I was surprised to learn that over 22% of the Australian population speaks a language other than English. The fact that Mandarin, Arabic, Cantonese, and Vietnamese are the most commonly spoken languages other than English in Australia was particularly interesting.

Michelle Kohler's keynote address, *We Have Always Taught Culture*, further deepened my understanding of the role of language teachers in creating an inclusive and diverse learning environment. She emphasized the importance of fostering intercultural understanding in language teaching, and reminded us that language teaching is not just about transmitting linguistic knowledge but also about creating inclusive and culturally-sensitive learning spaces.

One of the most engaging workshops was the one presented by Akane Tschripig on integrating online and offline resources in language teaching. I found her ideas on using online resources such as Wordwall and Quizziz, as well as using a robot mouse in teaching direction, to be particularly innovative and useful. Another online resource that was discussed was using Flip.com to encourage speaking practice. The workshop was not only informative but also practical, and I am looking forward to implementing some of these ideas in my language classroom.

The Language Teachers' Association of the Northern Territory Conference 2022 was a valuable experience that provided me with the opportunity to learn from knowledgeable and experienced language teachers. I was impressed by the range of topics and workshops that were presented, and it was great to see the passion and enthusiasm that the teachers had for their work. Overall, the conference was a reminder of the importance of continuous learning and growth in the field of language teaching.



LTANT Annual conference 2022 Reflection Akane Tschirpig

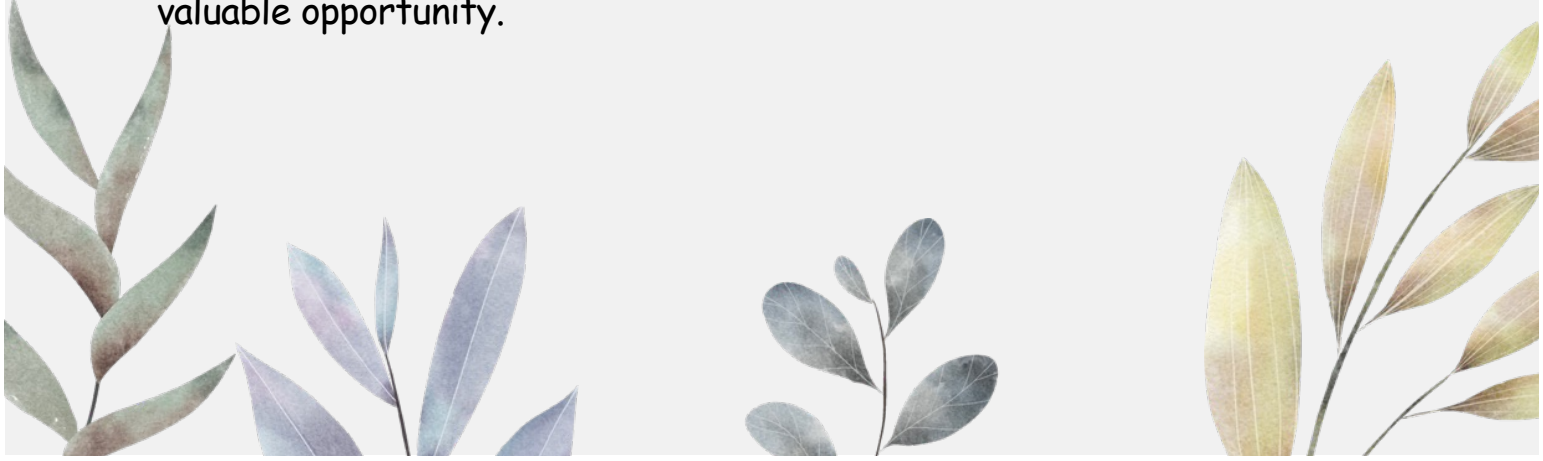
I am glad to attend the LTANT Annual conference 2022 on Friday 9 December 2022. This conference had 2 keynote speakers and had two workshops.

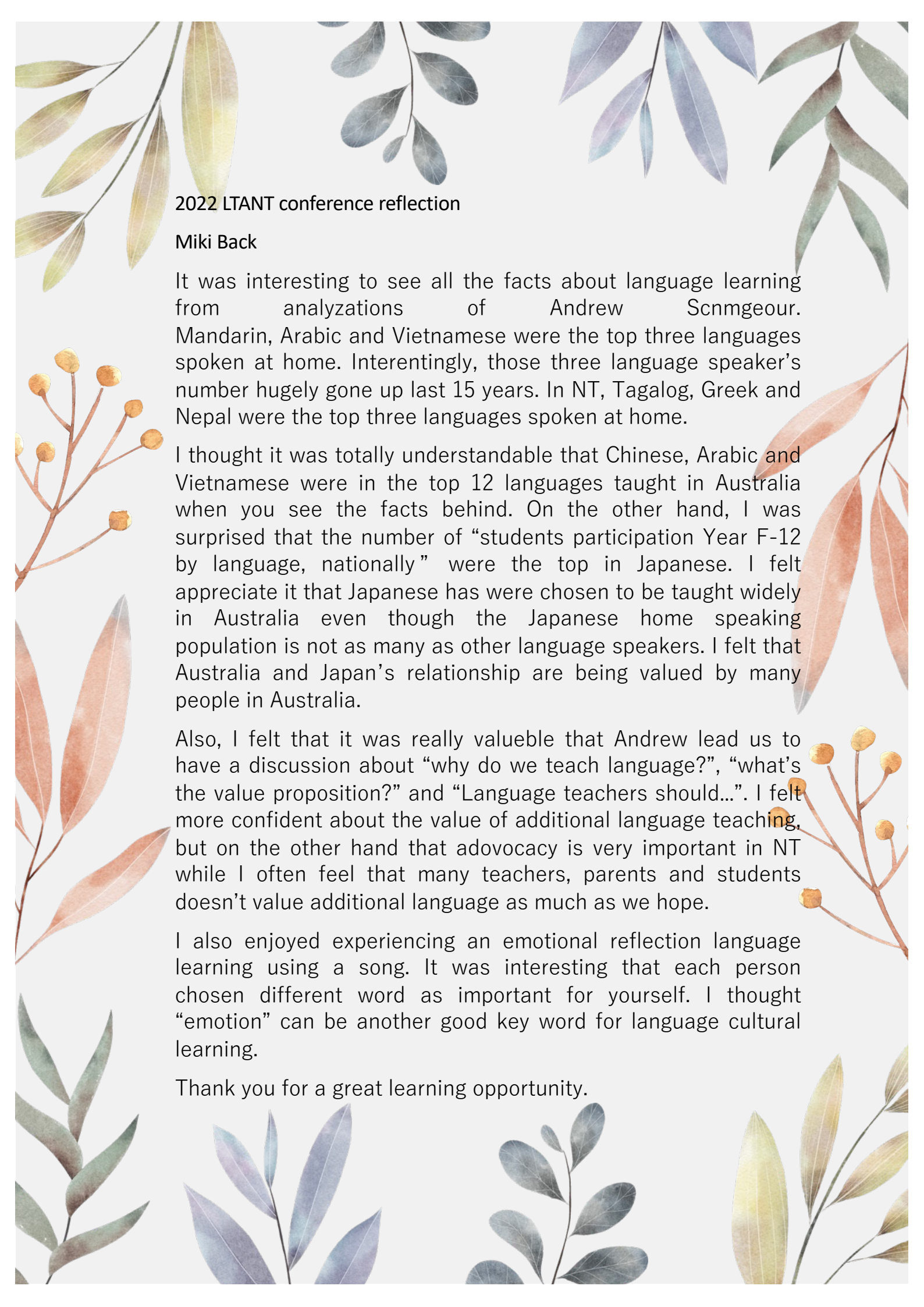
The first keynote speaker, Mr. Andrew Scrimgeour who is a research fellow at the University of South Australia presented his research findings Linguistic diversity and language learning in Australian schools. First, he presented some interesting data on regional and school languages and talked about the rationalisation of language in education. The results of the data were used to identify some suggestions for language teachers. He said that implications for languages teachers to alter assumptions about the role / rationale for languages education, to recognise and respond to language and culture diversity in an inclusive and plurilingual manner and we have 'the resources' to do so.

In Dr. Kohler 's lecture 'We've always taught culture', it was a valuable opportunity to exchange views with other language teachers and exchange their own experiences and opinions, including real-life examples.

At this conference, I was given the opportunity to speak in front of all participants.

The latter half in the conference, I was given the opportunity to present about the Japanese Language Teachers Association of Victoria (JLTAV) annual conference in Melbourne I attended in early April. The conference was held over two days and included two keynote speakers and 59 different workshops. I summarised and introduced one of the lectures, Dr Jared Cooney Horvarth's "21st century skills - The problem with transfer", the technology-based learning in language programs, online learning websites and classroom activities. I had too many things to share in my presentation, but after seeing the other teachers' Sharing Practice, I reflected that I should have focused on one thing and explored deeper one topic. However, I would like to thank LTANT for giving me this valuable opportunity.





2022 LTANT conference reflection

Miki Back

It was interesting to see all the facts about language learning from analyzations of Andrew Scnmgeour. Mandarin, Arabic and Vietnamese were the top three languages spoken at home. Interentingly, those three language speaker's number hugely gone up last 15 years. In NT, Tagalog, Greek and Nepal were the top three languages spoken at home.

I thought it was totally understandable that Chinese, Arabic and Vietnamese were in the top 12 languages taught in Australia when you see the facts behind. On the other hand, I was surprised that the number of "students participation Year F-12 by language, nationally" were the top in Japanese. I felt appreciate it that Japanese has were chosen to be taught widely in Australia even though the Japanese home speaking population is not as many as other language speakers. I felt that Australia and Japan's relationship are being valued by many people in Australia.

Also, I felt that it was really valueble that Andrew lead us to have a discussion about "why do we teach language?", "what's the value proposition?" and "Language teachers should...". I felt more confident about the value of additional language teaching, but on the other hand that adovocacy is very important in NT while I often feel that many teachers, parents and students doesn't value additional language as much as we hope.

I also enjoyed experiencing an emotional reflection language learning using a song. It was interesting that each person chosen different word as important for yourself. I thought "emotion" can be another good key word for language cultural learning.

Thank you for a great learning opportunity.



LTANT Conference 2022 - Ilaria Tomassi

On the 9th of December 2022, I attended LTANT'S annual Conference, which emphasized the importance of language learning in Australia and specifically in the Northern Territory. It was a great opportunity to extend my knowledge on the issues we face in Australia regarding language acquisition and cultural awareness.

The conference began with a presentation by Andrew Scrimgeour, who provided a list of the languages most spoken in this country, thus emphasizing Australia's extensive multicultural population. In fact, a large percentage of Australians are bilingual. However, when initially asked to write down which languages we thought these were, many of us were surprised to discover that some of the most spoken languages in Australia, such as Tagalog and Nepali, are not necessarily taught in schools. After questioning the results, Andrew indicated that perhaps Australia teaches languages that are assumed to be of 'greater importance or interest', whether for trade purposes, prestige, or for more strategic reasons. And yet, if we looked at the population of multicultural Australians, we would find that many other languages are more relevant, and thus should be considered when offering languages in schools. Additionally, many languages that once held importance, are slowly losing significance, and being replaced by new language trends; trends often overlooked by the wider community because we are unfamiliar with these languages, or we do not have the resources to offer them. Unfortunately, a language may also lose its importance when new generations abandon their heritage to better integrate into a society where second language acquisition is considered simply 'an elective/a hobby'.


Indigenous Languages are examples of community languages poorly recognized within schools, as presented by our cross-curricular speaker, David Moore. We often find disengagement amongst aboriginal children and perhaps the issue lies within the level of acceptance within the wider community. If we integrate more aboriginal and Torres Strait Islander pedagogies within our schools, this may allow students to feel more connected to their education and thus increase their motivation to learn. David Moore described his experience teaching Arrernte at the Alice Springs Language Centre and the benefits of using real-life active experiences to educate indigenous Australians, which ultimately leads to more opportunities towards the workforce. In fact, a past student is an exceptional example of this success, as she is now teaching the language herself. However, this can be said for many of the other languages spoken within Australia. How can we engage students of different cultural backgrounds? How do we expect them to connect with their education if they cannot relate? And if we do not have the resources to offer these languages, how do we change that? As David mentioned, although often challenging, by involving the community, perhaps we can begin the journey of integrating these marginalized languages.

This brings me to other issues raised during the plenary session of the conference: lack of teachers in the industry and lack of general interest in languages. This discussion was widely welcomed by my peers and myself, as we often feel that we are "fighting" to keep our language teaching afloat and relevant in a country where many people do not understand the importance of second language learning. So how can we motivate students to continue learning a language and how do we encourage schools to promote language learning to begin with? Mere rhetorical questions for some, but a reality for those many teachers in the classroom that often feel they are not supported by members of the department or even within their own schools. Which leads to another dilemma: there are so many second language speakers in this country that it is inevitable for monolinguals to struggle in the future. In a world where bilingual interactions dominate the employment sector, how will this current and upcoming monolingual generation survive, especially if there is little support from members of the school and political community to learn a second language. Furthermore, if we are lacking qualified language teachers, what incentives can we create to encourage more university graduates to choose a language? A reflection of my own would be to include a second language as a prerequisite for entrance into tertiary education.

Our second keynote speaker, Michelle Kohler, explained the differences between Culture and Interculture in language teaching. Whilst Culture is merely facts and information about one's habits, traditions, etc, Interculturalism allows a learner to not only acknowledge, understand and interpret appropriately someone else's culture, language, and practices, but also to reflect on one's own cultural and linguistic world. As Michelle put it, "when students 'live' the experience and exchange cultures/language, then language learning becomes a more holistic and memorable experience". This allowed me to reflect back on Andrew's presentation and how our "indifference or unfamiliarity" towards other cultures is perhaps the reason why many community languages are not represented in schools. Perhaps this same unawareness is what prevents this new generation from embracing any language other than their own.

Despite all the negative struggles we language teachers face we are still able to come together and share resources and activities that allow us to engage our students within the classroom. One such activity included Body Percussions. Our presenter Olga Aryan had participated in a workshop interstate and shared with us an engaging way to use movement and language to teach a class new vocabulary or to simply give them a mental break after a long day of absorbing information. After giving it a try, I think the students would enjoy it and I look forward to giving it a try next year. Alexis Miller and Akane Tschirpig also presented some excellent resources to use within the classroom, such as Flip and WorldWall.

Reflecting on the presentations and on my own classes, although I feel that it is important for students to experience real conversations with native speakers, in the Northern Territory this is not always possible. We often lack the opportunities to converse with other language speakers, due to our small population. Additionally, as a senior teacher, I am often confined to an outdated curriculum, that not only instills the idea that grades and exams are important but is created by a panel of linguists that do not truly understand the acquisitional capabilities of our current cohorts and the challenge of learning a language sets many up to fail. Therefore, if students are not confident in their language acquisition, what might motivate a teenager to learn a language? Pop culture? A trip abroad? Perhaps it is not I, as a language teacher that should be encouraging students to learn a language, rather other members of society; students who have encountered those difficulties; or perhaps these curriculums should be revised to cater to this new generation of internauts. Nevertheless, I believe it is essential for all principals and educators to participate in a conference such as this. Only then will they truly understand the importance of a language, and how obsolete monolingualism has become.





2022 LTANT Conference reflection

Oceana Elsegood

Attending the 2022 LTANT Conference was an incredible experience for me. It was great to be surrounded by so many passionate educators who share a common goal of empowering students through language education. The conference provided me with the opportunity to learn from experts in the field and to connect with other teachers.

Two speakers that really stood out to me were Andrew and Michelle. Andrew's presentation on linguistic diversity and language learning in Australian schools was really eye-opening. His data analysis of languages other than English in Australia was fascinating, and I was surprised to learn about the large drop in Indonesian learners between primary school and high school. This made me reflect on my own teaching practice and consider ways to encourage my students to continue learning Indonesian beyond primary school.

Michelle's discussion about cultural, intercultural, and intracultural aspects of language teaching was also very engaging. Her metaphor about cultural glasses was particularly enlightening. It emphasized the importance of acknowledging and understanding cultural differences in language teaching. As a non-native language teacher, this resonated with me and provided valuable insights.

The body percussion activity was another highlight of the conference for me. It was a fun and engaging way to learn about the use of movement and rhythm in language teaching. The activity demonstrated the effectiveness of using kinaesthetic activities in language learning and gave me some practical ideas that I can work into my own teaching practice.

All up, the 2022 LTANT Conference was an enriching experience that allowed me to grow both personally and professionally. The speakers were insightful, the activities were engaging, and meeting with other teachers was really valuable for me. I left the conference feeling inspired and motivated in my language teaching journey.



2022 LTANT Annual Conference Reflection

Weijin Wang

I attended the PD held by LTANT on 9th Dec. It was a great opportunity for language teachers to stay current with knowledge and teaching practice.

From Andrew's presentation, we learnt a range of fact on language distribution and teaching in Australia. Australia is a multi-culture society, we value and respect all forms of difference, including linguistic diversity. Surprisingly, only a few languages were taught in classroom. It's good to know that Greek, Tagalog and Napoli are mostly spoken language in Darwin, which will make it clear why promoting particular languages is important.

We differed the Culture and Interculture in language teaching according to Michelle's presentation. Depending on the approach, culture content was undoubtedly included in language teaching. In the past, students can learn culture from diverse resources, become aware of cultural differences., nowadays, based on awareness, students practice language while doing so in an intercultural lesson. Therefore, it's very important for teachers to design the class with interculture method.

During workshop 1, several people talked about the language learning environment at schools, especially the indigenous language teaching in Northern territory. We are facing variety of issues such as shortage of experienced teachers, changing policy, lack of support and so on... But we can do something to improve the situation as a language teacher. We can provide suggestions to policy makers to create multi language friendly environment, we can encourage our students become the promoters of languages...

We learnt some teaching strategies during workshop two. The new language learning websites and APPs such as Wordwall and Flippity were introduced by presenters. But the most impressive activity introduced by presenters is the words with gestures. Students speaking while moving, enhance the memory by certain gesture, as the presenter said, it's a good game for different year levels, especially in the morning. Which I would like to try it in my class in future.

After all, it's a successful PD for language teachers to get in touch, upgrade knowledge and reflect on teaching practice.

