

Registration 8.15am - 8.45am - tea / coffee - **Atrium Foyer**

9.00am - 9.30am - Welcome / Introduction (**hybrid**) - **Kathleen Fitzpatrick Lecture Theatre (Basement)**

9.30am - 10.30am - Plenary 1: Cynthia Eid: Quelles formes du vivre ensemble en éduquant ...aux compétences plurilingues et interculturelles ? (**hybrid**) **Kathleen Fitzpatrick**

10.30am - 11.00am - Morning Tea, Networking, and Conversations with Exhibitors - **Atrium Foyer**

11.00am - 1.00pm: Day 1 - Session 1

<p><b>11.00-11.30 Forum Theatre (Level 1)</b> Profiling the post-covid French learner: a shift in pedagogical practices to meet students' needs. Lucie Dickens. <b>Yrs: 10-12</b></p>	<p><b>11.00-12.00 - 253 (Level 2)</b> Cynthia Eid: Quels outils dans une classe plurilingue de français ? <b>(hybrid) Workshop - ALL</b></p>	<p><b>11.00-11.30 - 256 (Level 2)</b> Pedagogical innovations using higher order thinking skills in the VCE French language classroom. Dr. Veronica Deren <b>VCE</b></p>
<p><b>11.30-12.00 Forum Theatre (Level 1)</b> <a href="https://wizer.me">wizer.me</a>: a platform to teach &amp; assess all languages skills effectively online &amp; in-person. Kathleen Esser <b>Secondary / Technology</b></p>		<p><b>11.30-12.00 - 256 (Level 2)</b> French Model United Nations: an authentic learning experience. Estelle Payne - <b>VCE</b></p>
<p><b>12.00-1.00 - Forum Theatre (Level 1)</b> On parle français ici! Building students' confidence and capabilities in speaking through Conti's EPI approach. Dr Simone Genovese, Ellen Moffatt, Dr. Andrea Truckenbrodt <b>Panel</b></p>	<p><b>12.00-12.30 - 253 (Level 2)</b> A new curriculum vraiment? Noella Charbonneau <b>ACARA</b></p> <p><b>12.30-1.00</b> Visual Listening: Integrating Visual Stories to Teach Second Languages. Olimpia Rosenblum <b>Primary &amp; Secondary - 253 (Level 2)</b></p>	<p><b>12.00-1.00 - 256 (Level 2)</b> Language Learning for Littlies. Kimberley Mullins <b>Primary</b></p>

1.00pm - 1.45pm - Lunch, Networking, and Conversations with Exhibitors - **Atrium Foyer**

1.45pm - 2.45pm - Plenary 2: Christophe Benzitoun: Le français écrit est-il encore enseignable ? (**hybrid**) - **Kathleen Fitzpatrick Theatre**

2.45pm - 3.15 À l'occasion des 400 ans de MOLIÈRE : le français en scène. Thierry Teycheney, Isabelle Mangeot Hewison, **ALL (hybrid)** - **Kathleen Fitzpatrick Theatre**

3.15 - 3.30 Break

3.30pm - 4.30pm: Day 1 - Session 2

<p><b>3.30-4.30 - 256 (Level 2)</b> Learning, assessing and encouraging ethical behaviour in the FLE classroom in the era of AI. Carolyn Stott, Annabel Gassmann, Hugues Peters, Marie-Laure Vuaille-Barcan. <b>Roundtable Panel, Secondary/Tertiary</b></p>	<p><b>3.30-4.30 253 (Level 2)</b> Christophe Benzitoun Les évolutions du français au XXIe siècle. <b>(hybrid) Workshop - ALL</b></p>	<p><b>3.30-4.00</b> J'ai mis dans ma valise... Moana Kerr <b>Primary / Dept of Education 356 (Level 3)</b></p>
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4.30pm - 5.00pm: Day 1 - Session 3

<p><b>4.30-5.00 Forum Theatre (Level 1)</b> The power of improv in your life. Natacha Muller <b>P/S Improvisation Theatre</b></p>	<p><b>4.30-5.00</b> Let's make French visible &amp; still highly valued in our schools! Ideas &amp; strategies to advocate for French, boost retention rate despite the pandemic. Lucie Dickens. <b>ALL 253</b></p>	<p><b>4.30-5.00</b> <b>Yoga 553 (Research Lounge) or Meditation 361 (Level 3) (in French)</b></p>
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5.15pm - 6.00pm - Salsa - **Atrium Foyer**

6.00pm - 7.30pm - Cocktail and Canapes (not included in the conference registration fee - booked separately via Try Booking) - **Arts Hall (Old Arts Building - 148)**

**Information in purple indicates Room Location**  
**SATURDAY 12th November - DAY 2**

**8.00am - 8.30am: Registration / Wellbeing Sessions**

**8.00-8.30** **Yoga in French** - 553 Research Lounge (Level 5)

**8.00-8.30** **Meditation in French** 361 (Level 3)

**8.45am - 9.45am - Plenary 3: Alice Chik & Phil Benson: Integrating language learning and teaching with augmented reality (hybrid) Kathleen Fitzpatrick LT**

**9.45am - 10.45am: Day 2 - Session 1**

**9.45-10.45** Fostering a collaborative approach in Country Victoria - Roundtable. Delphine Laboureau-Ormacey, Ruth McNamara, Meghan Anders - **Primary/Secondary 356**

**9.45-10.45** Alice Chik & Phil Benson: French is everywhere: A spatial approach to French language teaching and learning (**hybrid**) **Workshop - ALL 253 (Level 2)**

**9.45-10.45** Language Learning for Littlies. Kimberley Mullins **Primary 256 (Level 2)**

**10.45am - 11.15am - Morning Tea - Atrium Foyer**

**11.15am - 12.45pm: Day 2 - Session 2**

**11.15-12.15 - Forum Theatre (Level 1)**

How can your curriculum empower your students & help them grow? Nathalie Marchand **ALL**

**11.15-11.45** Studying & Revision - how independent are our students? Aimee Pochinco **Secondary 253 (Level 2)**

**11.15-11.45** Le chant en classe de FLE. Cedric Chamontin **Primary / Secondary 256 (Level 2)**

**11.45-12.15** Visual Listening: Integrating Visual Stories to Teach Second Languages. Olimpia Rosenblum - **Secondary / 253 (Level 2)**

**11.45-12.15** L'improvisation théâtrale, un outil pédagogique. Natacha Muller **ALL 256 (Level 2)**

**12.15-12.45** "La classe virtuelle" from Hachette Jillian Symons - **ALL 356 (Level 3)**

**12.15-12.45** Demystifying the VCE oral examination. Philippe Vallantin. **VCE 253 (Level 2)**

**12.15-12.45** **Escape Room Van Meeting Point: Arts West Atrium**

**12.45pm - 1.45pm - Lunch, Networking, and Conversation with Exhibitors - Atrium Foyer**

**1.45pm - 3.15pm: Day 2 - Session 3**

**1.45-2.45** Cynthia Eid: Quels outils dans une classe plurilingue de français ? **Workshop (Repeat) - ALL - 1 Hour (356 Level 3)**

**1.45-2.45** Christophe Benzitoun Les évolutions du français au XXIe siècle **Workshop (Repeat) - ALL - 1 Hour 253 (Level 2)**

**1.45-2.45** Alice Chik & Phil Benson: French is everywhere: A spatial approach to French language teaching and learning **Workshop (Repeat) - ALL - 1 Hour 256 (Level 2)**



**2.45-3.15** Strategies of engagement & motivation through metacognition to teach & learn French. Maud Fugier-Sola **Secondary 356 (Level 3)**

**2.45-3.15** Demystifying the VCE written examination. Nathalie Marchand. **VCE 253 (Level 2)**

**2.45-3.15** **Escape Room Van Meeting Point: Arts West Atrium**

**3.15pm - Closing - Atrium / Foyer**

**AFTV/FATFA 2022 Conference**  
**TEACHING AND LEARNING POST-COVID FRENCH: Challenges and New Dynamics**

Time	DAY 1 – FRIDAY 11 November	
<b>Registration</b> 8:15am – 8:45am	<b>Atrium</b>	The University of Melbourne. Arts West Building 148A, Parkville Campus (tea and coffee and chat with exhibitors upon arrival)
<b>Welcome &amp; Introduction</b> 9:00am – 9.30am <b>HYBRID</b>	<b>Kathleen Fitzpatrick</b> <b>Lecture</b> <b>Theatre</b> <b>(Basement)</b>	Philippe Vallantin, President AFTV; Diane de Saint Leger, President FATFA; French Embassy Guest Speaker.
<b>Plenary 1:</b> <b>Cynthia Eid</b> 9:30am – 10.30am <b>HYBRID</b> 	<b>Kathleen Fitzpatrick</b> <b>Lecture</b> <b>Theatre</b> <b>(Basement)</b>	<b><i>Quelles formes du vivre ensemble en éduquant ...aux compétences plurilingues et interculturelles ?</i></b>  <b>About Cynthia:</b> Cynthia EID est présidente de la Fédération internationale des professeurs de français (FIPF) et Chevalier dans l'Ordre des Palmes Académiques. Elle est présentement Doyenne de l'École de formateurs et Directrice de la Pédagogie et de l'Innovation au sein du Groupe IGS. Cynthia EID est également professeure de didactique et de FLE/S et est passionnée par l'enseignement. Elle a exercé dans le Canada francophone (Université de Montréal) et anglophone (Université d'Ottawa), aux États-Unis (Californie et Vermont), en France et au Moyen-Orient. Elle a aussi occupé des postes administratifs : Directrice de l'École française de Middlebury aux États-Unis, Conseillère pédagogique au vice-rectorat adjoint aux études, Université de Montréal, Canada, et Vice-présidente aux relations internationales au Liban. Elle est détentrice de : 1) Ph. D., Doctorat en Sciences de l'Information et de la Communication (SIC), option Ingénierie de l'enseignement/apprentissage des Langues étrangères, Université Lille Nord de France, France 2) Ph. D., Doctorat en Droit International Public, Faculté de Droit, Université René Descartes, Paris V, la Sorbonne, France. Elle est auteure de plusieurs ouvrages et articles en pédagogie.
<b>10:30am – 11:00am</b>	<b>Atrium</b>	<b>Morning Tea, Networking and Conversations with Exhibitors</b>
<b>11:00am – 1:00pm</b>	<b>Day 1 – Session 1</b>	
	11:00am – 11:30am  Audience: <b>Senior</b> <b>Secondary</b>  <b>Forum</b> <b>Theatre</b> <b>Level 1</b>	<b>Title:</b> <i>Profiling the post-covid French learner: a shift in pedagogical practices to meet students' needs.</i> (Lucie Dickens).  <b>Blurb:</b> In this session, I will identify the impact that two years of remote learning had on learners of French, leading to the emergence of a new profile of learners in the Language classroom. I will explore some of the challenges that students faced, how those challenges left a definite mark on how students relied on survival strategies to learn French in the comfort of their home. We will identify how teachers are now faced with the challenge of “re-training” students to learn how to study and how they need to regain their confidence to speak in the target language. My aim will be to answer the following questions: How can teachers ensure students produce authentic work and do not rely on online translators? How can teachers train students to break some of the “bad” habits they developed during remote learning?  I will therefore share how I adapted my pedagogy and unit planners to support and meet the needs of this new type of learners and overcome these new challenges. I will also show how technology can be used as a pedagogical tool to achieve this. Participants will take away ideas and strategies to support an inclusive pedagogy where students can regain motivation, and confidence with their skills acquisition and ways in which they learn French.

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**Bio: Lucie Dickens** has over 20 years teaching French to Junior and Secondary students. Since 2012, Lucie has been teaching French at Kilvington Grammar School. In her roles as Academic Dean of Languages and Director of the Global Connections Program, her passion is to support and promote the teaching of languages. This is also reflected in her involvement with the AFTV and her role as vice-president. Lucie has many years of experience as a VCAA assessor for the written and oral examinations.



11:00am –  
12:00pm  
**HYBRID**

Audience:  
**ALL**  
Workshop

**Room 253**  
**(level 2)**

***Quels outils dans une classe plurilingue de français ?*** (Cynthia Eid)

**Cynthia EID** est présidente de la Fédération internationale des professeurs de français (FIPF) et Chevalier dans l'Ordre des Palmes Académiques. Elle est présentement Doyenne de l'École de formateurs et Directrice de la Pédagogie et de l'Innovation au sein du Groupe IGS.



11:00am -  
11:30am

Audience:  
**VCE**

**Room 256**  
**(level 2)**

**Title: *Pedagogical Innovation using higher order thinking skills in the VCE French language classroom.*** (Veronica Deren)

**More detailed title:** Pedagogical innovations using higher order critical thinking and mind-mapping skills for the best image selection and French cultural links discussion in planning and preparation for the external VCE Oral exam.

**Blurb:** In this session, I will identify the impact that two years of remote learning had on learners of French, leading to the emergence of a new profile of learners in the Language classroom. I will explore some of the challenges that students faced, how those challenges left a definite mark on how students relied on survival strategies to learn French in the comfort of their home. We will identify how teachers are now faced with the challenge of “re-training” students to learn how to study and how they need to regain their confidence to speak in the target language. My aim will be to answer the following questions: How can teachers ensure students produce authentic work and not rely on online translators? How can teachers train students to break some of the “bad” habits they developed during remote learning?

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**AFTV/FATFA 2022 Conference**  
**TEACHING AND LEARNING POST-COVID FRENCH: Challenges and New Dynamics**

**Bio: Veronica Deren** has made a serious commitment to Languages' education, over her career, as a French, German and English teacher. Briefly, she changed roles and moved into Teacher Assessor at the ACU, then Human Resource Management, to training Air Traffic Controllers nationally, with Airservices' Australia, the Canberra Fire Brigade and Australian Defence Industries, as a specialist trainer in Leadership, Team-building and Coaching. She then gravitated back to her stimulating role as a French teacher at various schools and now, the VSL, with multiple levels at Years 7, 10, VCE and VET Certificates 1, 2 & 3. She has also been an active, voluntary Committee member of the AFTV for many years and she organises Teacher professional development throughout the year with her team.

The aim of this workshop is to use critical thinking using Bloom's Taxonomy higher order thinking skills as a guide, which will enable students to create a successful discussion with the examiners for Part B of the VCE Oral Exam. The importance of offering higher order thinking skills in the VCE classroom, is to assist students with the best choice of a French image and its cultural impact on a Francophone country, then to focus the students' presentation on effectively discussing the issues posed by the relationship between the two. I have used this technique for quite a few years now with my Theme as « La Belle Époque, Le Tour de France et La Première et Deuxième Guerres mondiales ». Each year I ask students to evaluate the best part of the Course and they always state that it is the critical thinking and the mind-mapping that are the most energising and thought-provoking to understand their image and its impact on the francophone world.



**Forum  
Theatre  
(level 1)**

**Title:** [wizer.me](https://wizer.me): *a platform to teach & assess all languages skills effectively online & in-person.* (Kathleen Esser).

**Blurb:** In a post-covid world where hybrid learning is being increasingly promoted, it is essential for language educators to use platforms that can transition from in-person to online seamlessly. Using the same platforms allows for continuity in learning for the students. It also reduces the stress and anxiety attached to learning something new in a short amount of time, for the learners and the teachers.

*What type of exercises can I create on Wizer.me?* Wizer.me is a platform of online worksheets that contain a variety of question structures that are used in Middle School language programmes, and also in the VCE and IB curriculum. On the same platform, teachers can include authentic audios or videos for listening exercises, visuals for viewing exercises, texts for reading comprehension exercises. Students are also able to record their responses for oral exercises.

*Can I give feedback through the platform?* Teachers can include comments after each exercise and a general comment at the end of the worksheet. Whilst the worksheets are automatically locked after submission, teachers can unlock them to allow the students to make the necessary corrections. Teachers can also upload a video or an audio as feedback. It is also possible to print the online worksheets.

*Can I use this platform as an assessment tool?* Marks are given for each section. For the open-ended questions, the teacher chooses the marks. Teachers can also attach a rubric in the general comment section. The "Insight section" of the platform provides detailed data about each question such as: average time taken or accuracy for each question. Teachers are also able to release the task at a particular time during a given time frame.

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**Bio: Kathleen Esser** has acquired a rich experience in the teaching of English and French in both the primary and secondary sectors. She is currently residing in NSW where she is teaching the middle school programme and the Year 12 Extension Course. During the past 15 years, in Melbourne, she taught French at VCE level and also taught French B & English B, both at Standard Level & Higher Level. She is also currently registered as an examiner for the HSC in NSW, and as an IB examiner. She has been employed by VCAA for the role of VCE Assessor for both the Oral and Written components.

She holds a Bachelor Degree in Arts and a Master's degree in English as an International Language from Monash University, a Master's degree in Teaching and an IB Certificate in Teaching & Learning from the from the University of Melbourne and she has completed a professional development programme in Visible Thinking Routines from the Harvard Graduate School of Education.

She is currently researching methods pertaining to a hybrid model of teaching & assessing languages. She believes that, more than ever, teachers are asked to master the ability to deliver curriculum using resources that can be used simultaneously in-person and online.



11:30am –  
12:00pm  
  
Audience:  
**VCE**  
  
**Room 256**  
**(level 2)**

**Title: French Model United Nations: an authentic learning experience.** (Estelle Payne).

**Blurb:** French Model UN is an event organised by AFTV, UNAA Victoria and the Victorian Department of Education each year. The event aims to provide Year 11 and 12 students with an authentic French immersion experience to enhance their language skills and develop their understanding of a contentious global issue. During the day, students step in the shoes of UN delegates from countries around the world and experience what working at the UN General Assembly is like. The purpose of the day is to amend a UN resolution related to one of the UN's Sustainable Development Goals and vote on an improved document. Students expand their listening, speaking and writing skills throughout the day as they need to negotiate with other participants to reach a consensus and achieve a specific outcome. They gain negotiation skills and experience multilateral diplomacy. A few months prior to the event, each participant is given a bilingual student pack, which teachers can use in IB and VCE classes as a resource to expand students' vocabulary and understanding of the particular issue. French Model UN is a wonderful opportunity to boost students' confidence in their language ability.

**Bio: Estelle Payne** is a French and EAL teacher who has taught for most of her career in independent schools in NSW and Victoria, where she now resides. She holds the position of Head of French in her current school and has been teaching students from Year 6 to Year 12. She has taught French VCE and the IB French B Course at both Standard Level and High Level. She has also worked as an IB examiner since 2007. She also published a Textbook for French B Standard Level and High-Level students with IBid Press.

Estelle is an AFTV member and for the past six years has worked with DET and UNAAV in organising the French Model UN Conference.

She holds a Maîtrise Anglais LCE and Maîtrise FLE from l'Université de Haute Bretagne and a Graduate Diploma of Education from The University of Melbourne. She has developed her teaching skills by completing many of the courses offered by Project Zero, Harvard Graduate School of Education such as Teaching for Understanding and Creating Cultures of Thinking.

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She is a passionate teacher who strongly believe that students learn best through meaningful social interactions and when they have a strong sense of agency. Over the past two years she has been a member of a research group on High Impact Teaching Strategies at her school.



12:00pm – 12:30pm

Audience:  
**ALL**  
**(ACARA)**

**Room 253**  
**(level 2)**

**Title:** *A new curriculum vraitment?* (Noella Charbonneau).

**Blurb:** Prior to the first Australian Curriculum, the Australian and State/Territory governments managed the curriculum documents (Liddicoat et al. 2007). In 2009, the Australian Curriculum, Assessment and Reporting Authority (ACARA), an independent body, was formed to oversee the development and implementation of national curriculum. The researcher examines the new national languages Curriculum (Version 9.0) released in May 2022 (<https://v9.australiancurriculum.edu.au/>) resulting from the 2020– 2021 review.

The curriculum analysis will highlight the changes, improvements, and refinements introduced in this new curriculum and the presenter will focus on:

- How to adapt our existing resources to meet the new guidelines?
- Do we need to create or find new resources and supplementary materials?
- How the changes impact our on lesson plans?

**Bio:** **Noella Charbonneau** is a PhD candidate at Deakin University and a teacher of French, she taught at Auburn HS (Vic), Killarney Heights Public school and Killarney Heights High School (NSW). Her doctoral research focuses on French language education in global multilingual contexts. Her work and her research are connected through her passion for languages education. She is treasurer of the NAFT (NSW Association of French Teachers).



12:00pm – 1:00pm

**Roundtable**  
**Panel**

**Forum**  
**Theatre**  
**(level 1)**



**Title:** *On parle français ici! Building students' confidence and capabilities in speaking through Conti's EPI approach.* (Dr Simone Genovese & Ellen Moffatt)

**Blurb:** This panel focuses on the challenges identified by three Teaching Excellence Program (TEP) participants through their practitioner inquiries, and the pedagogical approaches used to address these challenges in the post-Covid learning context. The data was collected from Year 8 French students over a period of approximately three months, using questionnaires, formative and summative assessments, and peer observation feedback. As the three participants on the panel teach at different sites, and in different educational sectors (Independent and Government), there were differences in the Year 8 Cohorts examined. These differences, and subsequent challenges, will be explored further in our panel discussion. Once the challenges were identified by the panel for their specific cohort for the practitioner inquiry, each panel member chose to implement the pedagogical approach pioneered by Dr Gianfranco Conti, Extensive Processing Instruction (E.P.I.), to address these challenges, notably building confidence and competence in a particular macro-skill. Conti's E.P.I. approach will be discussed, as will the MARS EARS sequence, and each participant will explain how they implemented the sequence to build the confidence and competence of their students. While the activities were focused mainly on two macro-skills (reading and speaking), there was an overlap in terms of the activities trialled. Each panel member will speak to the ease of implementing these activities and how they can be adapted for different macro-skills. The panel members will also discuss the responses of students to these activities and provide a student view of this pedagogical approach and its impact in building students' confidence and competence.

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**Bio: Dr. Simone Genovese** is an enthusiastic and passionate teacher of French and currently teaches at Norwood Secondary College. Simone is interested student attitudes and motivation towards language learning and is a participant in the inaugural cohort of the Teaching Excellence Program at the Victorian Academy of Teaching and Learning where she is continuing to investigate strategies to boost motivation. Before moving to Melbourne, she taught French and Italian at Cairns School of Distance Education. Simone also holds a PhD in Applied Linguistics from the University of South Australia in which she analysed Canadian university students' perceptions of French and bilingualism.

**Bio: Ellen Moffatt** is the Head of Middle School at Wesley College Melbourne (Elsternwick campus). Passionate about effective pedagogy, positive education and leadership, Ellen completed her Master of Education in 2016 and her Master of Business Administration in 2019. She is a co-author of Cengage Learning's German textbook series 'Ganz Klasse' and French title 'Tapis Volant Senior', and a content creator for the Victorian Department of Education and Training's 'FUSE' website. She is particularly interested in the championing of student strengths and in empowering young people to acknowledge and capitalise on these strengths. Ellen constantly seeks to understand, support and excite students as they engage in the language learning process. She was listed on The Educator Australia's 2018 'Educator Hot List', and last year she was an Excellence Awardee for the Australian Education Awards' 'Secondary Teacher of the Year (Non-Government)' category.



12:00pm - 1:00pm

Audience:  
**Primary**

**Room 256 (level 2)**

**Title: *Language Learning for Littlies.*** (Kimberley Mullins).

**Blurb:** The AIM methodology strongly underpins my lesson plans and I utilise its focus on verbs as my central pedagogical philosophy. Verbs are essential for communicating competently in another language and they are the ideal starting point for L2 learners, particularly littlies, as they naturally promote movement and gestures. I have developed a verb-based 'spin-off' program from AIM that enhances the learning of verbs using: verb images on flashcards, pictograms, 'magnetic' words, flipcharts (ActiveInspire Promethean slides - could be easily adapted to Google slides), hands-on laminated cards and worksheets. In addition to these resources, (which I will happily share with participants), I have created a myriad of online activities that are embedded within free apps such as: Blooket, Wordwall and Flippity.

Since the advent of COVID, particular challenges have arisen as result of homeschooling, disrupted learning and a lack of socialisation – this is markedly prevalent in children in the years Prep to Grade 2. It has been my observation that many students of this age: have a lot of difficulty sitting in one place for any amount of time; have shorter attention spans; struggle to focus on teacher or whiteboard; issues with instructions (are used to autonomous decision-making); have fixation/obsession with ipads/tech; and many have significant delays with reading and writing. Our students and the way they are learning is changing and it makes sense for a teacher to adapt their teaching style to fit the student. I have identified three areas that promote a fun and engaging environment:


- Language Is A Performance: using movement to express one's self, keep children engaged and foster kinaesthetic learning;
- Draw Me A Sentence: using verb and noun images (rather than written words) to stimulate oral production of language;
- The Techno Carrot: using technology as the 'carrot/reward' – how to implement technology frequently into your language program as a means of consolidation (but selling it to the students as fun)

Workshop will be divided into 3 sections of roughly 15-20 minutes each.



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**Bio: Kim Mullins** has been a French teacher for 15 years and was one of the first teachers in Australia to adopt and promote the AIM methodology (2006). She has held various positions of leadership, (Head of French, Exchange Program Director), and has taught students of all ages, from Prep to Year 12. Kim holds a Bachelor of Arts, major in French, as well as a Graduate Diploma of Teaching Primary and Secondary. Kim is a certified TESOL instructor and a graduate of the LEM phonics program. Kim is passionate about using a multi-sensory approach for language teaching as this facilitates a more inclusive learning environment. One of her core beliefs is that second language learning is a necessary and vital component of the curriculum and not simply an elective.

 12:30pm - 1:00pm  
 Audience: **Primary & Secondary**  
**Room 253 (level 2)**


**Title: “Visual Listening” – Integrating visual stories as second language pedagogy.** (Olimpia Rosenblum).

**Blurb:** Many studies have shown that when students look and listen to a story being told in a second language, they acquire language faster and are more engaged. Studies have also shown that the human mind processes visuals 60,000 times faster than regular text content. This presentation will give an overview into the Visual Listening Method where participants will learn techniques to better support their students to develop language fluency through “viewing”. Suitable for primary and secondary students.

**Bio: Olimpia Roseblum** is a multi-linguist, writer, media and languages teacher. She studied languages and marketing in Melbourne, before moving to Paris, teaching English as a second language and joined the sales team of LVMH. There she managed the John Galliano flagship boutique in the Galeries Lafayette department store in Paris. Olimpia returned to Australia and took up postgraduate studies in Languages and Media Arts and worked as the Coordinator of Education and Public Programs at the Mornington Peninsula Regional Gallery. Deeply passionate about second languages and intercultural awareness, Olimpia returned to the education sector in 2014 and heads the Languages Department at Padua College on the Mornington Peninsula in Victoria. Her cutting edge approach to teaching second languages includes project-based learning, Conti’s EPI approach (extensive processing instruction) and Visual Listening which is a method she is developing using visual thinking strategies as second language pedagogy. Olimpia is currently undertaking Doctoral Studies and furthering her research on methods of efficient second language acquisition for primary and junior modern languages pedagogies.

**1:00pm – 1:45pm**     **Atrium**     **Lunch, Networking, and Conversation with Exhibitors**

**1:45pm – 2:45pm**  
**HYBRID**

 Audience: **ALL**  
**Kathleen Fitzpatrick Theatre (basement)**

**Plenary 2: Christophe Benzitoun: *Le français écrit est-il encore enseignable ?***

**Christophe Benzitoun** est maître de conférences en linguistique française à l’université de Lorraine et chercheur au laboratoire ATILF, berceau du Trésor de la langue française.

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**2:45pm – 3:15pm**

**HYBRID**



Audience:  
**ALL**  
**Kathleen Fitzpatrick Theatre (basement)**

**À l’occasion des 400 ans de MOLIÈRE : le français en scène.** (Thierry Teycheney, Isabelle Mangeot Hewison.

**Blurb: As a teacher of French, what is ever better than seeing our students use language in a meaningful and playful way?**

Vous souvenez-vous pourquoi vous êtes devenus prof de français ?  
 VOIR le français parlé, joué, utilisé, .... que de mieux que le théâtre ?

Year 10 is a crucial year for language learning in Victoria. Students begin to have a small degree of fluency and want to feel like they USE the language. For some years at St Michael’s, Year 10 have been doing a practical “DESIGN TECHNOLOGY in FRENCH” unit.

This year, as we celebrate both:

- 400<sup>th</sup> Molière’s anniversary
- the awakening from two Covid years where real collaboration has been difficult, the opportunity of doing “THEATRE in FRENCH” was too appealing to pass.

We would like to present our experience, topped up by the performance of our students.

This is also an opportunity for the AFTV to launch the 2023 “Pour l’amour du théâtre” competition.

**About the presenters:** Thierry Teycheney and Isabelle Mangeot-Hewison have respectively taught French at St Michael’s Grammar School, St Kilda, for 11 and 24 years. They love working together and with their language-teaching colleagues on new projects, particularly those that bring real life into the classroom ... and the classroom into real life.

**3:15pm – 3:30pm**

**Break**

**3:30pm – 4:30pm**

**Day 1 – Session 2**



3:30pm –  
 4:30pm

**Roundtable Panel**

Audience:  
**Secondary/  
 Tertiary**

**Title: Learning, assessing, and encouraging ethical behaviour in the FLE classroom in the era of AI.** (Carolyn Stott, Annabel Gassmann, Dr. Hugues Peters, Dr. Marie-Laure Vuaille-Barcan.)

**Blurb:** The mainstreaming of generative artificial intelligence in recent years has given cause for reflection and concern around assessment in education spheres, with students now being able to not only employ high-quality translation software to produce assessment tasks, but also to generate a unique, credible, and coherent essay from a textual prompt without personally undertaking any research, planning or writing (Education Innovation, University of Sydney). These increasingly sophisticated Artificial Intelligence (AI) capabilities have implications for teachers of languages in relation to the design of learning activities and assessment tasks that promote the ethical use of translation tools and other software to facilitate and enhance learning for our students.

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**Room 256  
(level 2)**



This round-table panel presentation will present the current state of play in the university FLE classroom and refer to scholarly research undertaken in this area. The challenges presented by universal access to these tools will be discussed – challenges that have been exacerbated due to the constraints of COVID – from a secondary and tertiary classroom perspective. Machine-translation technologies like Google Translate and DeepL are here to stay, and their accuracy will only continue to improve. How can teachers of FLE encourage ethical use of such tools in their classrooms? What technological tools are currently available for use in the contemporary FLE classroom? How can we use these tools to our advantage to encourage student learning? How can we promote these technologies as a tool to enhance learning rather than as a constraint to be discouraged in the FLE classroom? Panel presenters will share their experiences and contribute to the creation of potential solutions to these challenges for the secondary and tertiary FLE classroom.

**Bios:**

**Dr. Carolyn Stott** is a senior lecturer in French and Francophone Studies at The University of Sydney, where she teaches language and culture units. Her research interests include Teaching French as a foreign language, detective fiction and roman noir, transition pedagogies and the student experience.

Dr Stott was educated in Adelaide, South Australia and is a graduate of the University of Adelaide. In 2009 she was awarded her Ph.D. in French, for which she wrote a thesis on the representation of the Parisian suburb of Belleville in literature and popular culture. She was appointed as Lecturer in French Studies in January 2010. She has also taught at Macquarie University, and before moving to Sydney held positions teaching French at University of Adelaide and Flinders University in South Australia. Prior to working in the tertiary sector, she taught in secondary schools in Adelaide and regional South Australia. She has also worked in international student exchange, translating and interpreting and festival and event management.

In addition to her teaching and research roles, Dr Stott is Associate Dean, Student Life, in the Faculty of Arts and Social Sciences. At The University of Sydney, Carolyn has held leadership roles as Associate Dean, Student Life in the Faculty of Arts and Social Sciences (2017-2021) and Chair, Pedagogy Committee in the School of Languages and Cultures (2015-2020).

**Annabel Gassmann:** After 25 years of teaching in secondary schools, Annabel Gassmann now tutors in French and Francophone Studies at The University of Sydney, where she teaches language and culture units. Her interests include teaching French as a foreign language, pedagogy, and intercultural skills.

**Dr. Hugues Peters** is Senior Lecturer in French studies and the current convenor of the European Languages and Cultures stream in the School of Humanities and Languages at UNSW, Sydney. He received his Master in Romance Philology from the Université Libre de Bruxelles and his PhD in French Linguistics from the Pennsylvania State University. He is the author with Christopher Laenzlinger of *Des savoirs linguistiques aux savoirs scolaires. L'accès à la grammaire par le lexique* (Editions Lambert-Lucas, Limoges, France, 2016), and the creator of a learners' corpus of spoken French: The UWI French L2 Corpus (SLA-Bank Talkbank, 2017, <http://dx.doi.org/10.21415/T5G975>). He strives to apply his research on French grammar and culture and on second language acquisition to the teaching of French, more recently on the topic of language inclusivity.

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**Dr. Marie-Laure Vuaille-Barcan** is Senior Lecturer in French Studies at the University of Newcastle and Group Leader for Screens, Languages, English and Writing. In addition to teaching French, she also contributes to the Master of Translation Studies. She is particularly interested in machine translation and seeks to promote a reasoned and ethical use of this tool in language learning.



3:30pm –  
4:30pm  
**HYBRID**  
(Workshop)  
Audience:  
**ALL**  
  
**Room 253**  
**(level 2)**

**Les évolutions du français au XXI<sup>e</sup> siècle.** (Christophe Benzitoun).

**Christophe Benzitoun** est maître de conférences en linguistique française à l'université de Lorraine et chercheur au laboratoire ATILF, berceau du Trésor de la langue française.



3:30pm –  
4:00pm  
  
Audience:  
**ALL**  
  
**Room 356**  
**(level 3)**

**Title: *J'ai mis dans ma valise...*** (Moana Kerr).

**Blurb:** The proposal is for the presentation of a paper based on a VIT Inquiry for Full Teaching Registration studying the impact of the inclusion of an exemplar text to impact foreign language acquisition in the skill of writing. Conducted on a sample of grade two learners and conducted during remote and in person learning periods of 2021, the study used the book “J’ai mis dans ma valise” by Soledad Bravi.

Using video, children were able to repeatedly access the text as read to them by the teacher and refer to it in constructing their own sentences using the passé composé and prepositions. Children used videos of themselves and then produced their own sentences.

The online platform Seesaw proved to be an invaluable tool and has remained part of the French program since the remote learning period. The online learning environment stimulated the language program by increasing frequency of foreign language access and the consequent learning retention. Like many schools, the French program is delivered during a once weekly session while the main classroom teacher is on release for planning. Opportunities for revision and retention are limited. However, since the remote learning period, some students have become more motivated in French and engagement has resulted in stronger learning outcomes for some students.

The challenges of continuing this format are teacher workload, decreased equity, and the differentiation of learning activities. The school is a co-ed, socially diverse, government primary school in the inner city of Melbourne. Access to technology at home is not guaranteed for all families. With significant learning gains by some students, balancing their extension with their peer teaching and modelling presents the next challenge.

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**Bio:** Je m'appelle Moana Kerr. Mes élèves m'appellent Madame Cœur, en gardent le prononciation anglais, ils apprennent un mot de français. Je travaille à l'école publique à Melbourne qui s'appelle Toorak Primary. Tandis que le nom suggère les étudiants très favorisés, il y en a des familles défavorisées, immigrants et précaires. Mes élèves commençait à l'âge de cinq ans, quelques commencent avec l'anglais comme langue en addition. J'ai commencé mes études de français à l'école secondaire et je l'ai vraiment appris pendant une échange scolaire à la Polynésie Française. Je continuais le français à l'université en Nouvelle Zélande avant d'arriver en Australie. Après plusieurs travaux comme cuisinier, musicien et restaurateur des meubles antiques, j'ai reçu mon premier diplôme d'enseignement de l'Université Catholique de l'Australie en 2011. Quelques années plus tard, je reçu un diplôme des arts en littérature et langue anglais de Massey Université. Finalement, j'ai obtenu une déclaration de l'équivalence de troisième année de français de l'Université de Melbourne.

Je continuais plusieurs travaux pendant que mes enfants se grandissaient jusqu'au la fin de premier confinement de 2020 quand j'ai décidé de chercher un emploi dans l'éducation. En me trouvant en écoles bilangue, je me suis mis à retrapper mon niveau de français en regardant « Engrenages » à SBS et en lisent des beaux romans.

Au début de l'année scolaire de 2021, je commençais mon emploi courant.

Je présente mon projet de recherche d'action pour ma registration d'enseignement de VIT. C'est un projet qui s'est passe en distance et à l'école. Pour tous, c'était une période de conditions exigeantes.



Mes étudiants avaient que sept ou huit ans et ils n'avais pas encore beaucoup écrit en français. Je voulais un projet de l'écriture, en savant que cela me donnerait les exemples des travaux moins divers pour comparaison et réflexion d'enseignement. J'avais l'envie d'utiliser un texte comme modèle, en réponse à la formation professionnelle présenté par mon école. En trouvant « J'ai mis dans ma valise » de Soledad Bravi, j'avais trouvé un livre amusant que je pouvais exemplifier pour la répétition de construction « j'ai » qu'ils connaissaient bien à l'orale.

La deuxième l'apprentissage était les prépositions qu'ils avaient déjà étudié en anglais pendant l'année une. C'était l'occasion ou ils pouvaient montrer et faire les actions aussi que les preuves écrites par dessins et cartes des mots.



En utilisant les platforms en ligne j'ai trouvé une façon d'augmenter l'accès à la langue bien qu'ils fassent une classe qu'une fois par semaine. Plusieurs élèves en profitent comme je continue à leurs faire les ressources et les tâches en ligne. Ils font maintenant la lecture, les jeux et les chansons en ligne entre leurs classes hebdomadaire.

Mais bien qu'ils en profitent, la situation pose l'opportunité et les défis ; avec la volonté des devoirs, l'âge précoce d'enfants, la diversité de la communauté et l'accès à la technologie, est-ce que c'est bien approprié ?

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4:30pm – 5:00pm	Day 1 – Session 3	
	<p>4:30pm – 5:00pm</p> <p>Audience:  <b>Primary (Improv Theatre)</b></p> <p><b>Forum Theatre (level 1)</b></p>	<p><b>Title:</b> <i>The power of improv in your life.</i> (Natacha Muller).</p> <p><b>Blurb:</b> Dans cette prise de parole dynamique et participative, nous aborderons la puissance de l'improvisation dans notre vie quotidienne. En découvrant l'improvisation j'ai révolutionné toutes mes croyances et j'ai adopté une manière de vivre totalement nouvelle. Je vous partagerai ces réalisations et l'influence que l'improvisation a et continue d'avoir sur ma vie au quotidien et sur celles de mes élèves de tous âges confondus. A travers mon parcours atypique, j'ai appris à vivre avec la spontanéité, la bienveillance et la valorisation de soi et de l'autre. Je vous inviterai à questionner votre rapport à votre zone de confort et à la place que vous donnez à la spontanéité dans votre vie.</p> <p><b>Allons voyager en dehors de notre zone de confort!</b></p> <p><b>Bio:</b> <b>Natacha Muller</b>, improvisatrice professionnelle et membre active de Applied Improvisation Network, a plus de 20 années d'expérience en coaching artistique. Elle a commencé sa carrière d'improvisatrice à l'âge de 13 ans et ne la jamais quitté puis a fait ses premiers pas en tant que coach d'impro dans plusieurs cellules de réinsertion sociale à Strasbourg afin de contribuer à la réinsertion sociale de personnes cérébrolésées, d'adolescents en échec scolaire et d'enfants placés en foyer. C'est ensuite à l'école de Management de Strasbourg (l'EM) que Natacha a révolutionné la place de l'improvisation du milieu universitaire en créant trois classes de théâtre régulières, un concours d'éloquence annuel, des tournois d'improvisation inter régionaux et des formations à la mise en scène pour les soirées artistiques de l'école, le tout pendant plus de cinq années. A la fin de ses propres études théâtrales, Natacha a rédigé un mémoire ayant pour titre « la genèse d'un théâtre pédagogique », puis elle a quitté sa zone de confort et a déménagé à Melbourne en 2017...</p> <p>The French Loop c'est une compagnie de théâtre française essentiellement axée sur la pratique de l'improvisation théâtrale. C'est la résultante de toutes les années d'expérience artistique. Natacha travaille avec plusieurs écoles franco australiennes à Melbourne, et coache des enfants à partir de 3 ans jusqu'aux adultes de ses ateliers car il n'y a pas d'âge pour improviser! Elle anime également des spectacles tout au long de l'année et participe de manière active au dynamisme de la communauté francophone de Melbourne. Natacha a développé cette compagnie afin de promouvoir la langue française et démocratiser le théâtre, c'est un challenge de tous les jours de gérer sa propre entreprise et tout particulièrement dans un contexte anglophone et à travers une pandémie internationale cependant avec le soutien de la communauté francophone et les ressources inépuisables, Natacha a su maintenir sa barque et continue d'exercer son métier avec passion et professionnalisme.</p>
	<p>4:30pm – 5:00pm</p> <p>Audience:  <b>ALL</b></p>	<p><b>Title:</b> <i>Let's make French visible and still highly valued in our schools ! Ideas and strategies to advocate for French, boost retention rate despite the pandemic.</i> (Lucie Dickens).</p> <p><b>Blurb:</b> In this session, I will share ideas and projects I ran throughout the pandemic to continue advocating for Languages within my school community. I will also share some of the publications and ways in which I was able to maintain a consistent digital presence within my school community and ensure French as a Learning area continues to be highly valued.</p>

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	<p><b>Room 253 (level 2)</b></p>	<p>Participants will take away ideas of cultural events and projects I ran within my school, which foster intercultural understanding and appreciation of French.</p> <p>In my role as director of the Kilvington Global Connections program, I will also present how this program continues to support and to enhance the teaching of Languages. I will share some of the projects and opportunities that are offered to students. I will give some insight into the impact these experiences have had on student retention and engagement in the French classroom.</p> <p><b>Bio: Lucie Dickens</b> has over 20 years teaching French to Junior and Secondary students. Since 2012, Lucie has been teaching French at Kilvington Grammar School. In her roles as Academic Dean of Languages and Director of the Global Connections Program, her passion is to support and promote the teaching of languages. This is also reflected in her involvement with the AFTV and her role as vice-president. Lucie has many years of experience as a VCAA assessor for the written and oral examinations.</p>
 	<p>4:30pm – 5:00pm</p> <p><b>Yoga: Room 553 (Research Lounge – level )</b></p> <p><b>Meditation: Room 361 (level 3)</b></p>	<p><b>Yoga (in French) - <a href="http://beyoutifulyoga.com.au/">http://beyoutifulyoga.com.au/</a> OR Meditation (in French) - <a href="https://mindfulness.emmanuelle-dalpra.com/">https://mindfulness.emmanuelle-dalpra.com/</a> (BYO Mat)</b></p> <p><b>Beyoutifulyoga:</b> Melbourne’s first bilingual yoga practice. This means that all of our beyoutiful yoga, relaxation and meditation classes and programs – all of them – are available in both English and French. Not just because it sounds good and fancy, because it is in our DNA. Yoga around town. We gravitate around the City and surrounds to deliver inspiring <a href="#">yoga classes</a>, <a href="#">corporate and school programs</a>, <a href="#">private tuitions</a>, <a href="#">courses and workshops</a>. No matter where we go to, we create a friendly, peaceful and safe environment to guide you through the path of health and wellbeing in all aspects of it.</p> <p>Beyond the classroom. Because you will benefit way more from your yoga practice when you invite it beyond your mat, we’ve extended the journey online. A very special <a href="#">Yoga News</a> is sent monthly (mostly), we <a href="#">journal</a> about everything yoga (and yummy healthy food!), we also post daily thoughts and fun things on <a href="#">facebook</a> and <a href="#">twitter</a>. These are totally free, which leaves with you with no excuse, you can begin your yoga journey with us right now!</p> <p><b>Meditation - Benefits of joining a meditation group</b></p> <p>There is a common misconception that meditation is an inner discipline that is best practiced in isolation. In fact it is the opposite that is true. Meditating in a group is as important, if not more, for deepening of our practice and moving towards awakening.</p> <p>Meditating in a group is also a great way to enliven your practice and remain motivated in the face of challenges. Hearing what it is like for other people and realising that we are not the only ones to experience difficulties in our practice and in our life, we come to know that we share our vulnerability with all human beings, and our compassion for ourselves and for the world grows.</p>

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**5:15pm – 6:00pm**



**Atrium  
Foyer**

**Salsa (in French)** - <https://davidsmiledance.com/> - At David Smile Dance we specialise in teaching Latin dance including Cuban Salsa, Kizomba, Bachata as well as other Afro Latin dance classes in Melbourne and Geelong.



We understand that learning to dance can be a little intimidating at first. That's why we ensure our classes are welcoming, friendly and fun. Whether you would like to learn to dance for fun, for fitness, for your wedding, [or just for yourself](#)... David Smile Dance will not only help you to achieve your goals, we also guarantee to put a smile on your face at the same time. Even if you feel like you have two left feet!

**6.00pm - 7.30pm**

**Cocktail and Canapes (not included in the conference registration fee - booked separately via Try Booking)**



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Time	DAY 2 – SATURDAY 12 November	
8:00am – 8:30am	Registration / Wellbeing Sessions	
8:00am – 8:30am Yoga: Room 553 (Research Lounge level 5)	Yoga (in French) - <a href="http://beyoutifulyoga.com.au/">http://beyoutifulyoga.com.au/</a>	
8:00am – 8:30am Meditation: Room 361 (level 3)	Meditation (in French) - <a href="https://mindfulness.emmanuelle-dalpra.com/">https://mindfulness.emmanuelle-dalpra.com/</a>	
<b>Plenary 3:</b> <b>Alice Chik &amp; Phil Benson</b> <b>8:45am – 9.45am</b> <b>HYBRID</b>  	Audience: <b>ALL</b>  <b>Kathleen Fitzpatrick</b> <b>Lecture Theatre (Basement)</b>	<p><b><i>Integrating language learning and teaching with augmented reality</i></b></p> <p><b>Alice Chik</b>, is an Associate Professor in the School of Education, Faculty of Arts, and the Associate Director of Multilingualism Research Centre, Faculty of Medicine, Health and Human Sciences, Macquarie University. Her primary area of research examines language learning and multilingual literacies in digital environments. She is especially interested in exploring how language learners construct and direct their autonomous learning in informal contexts. She also has a particular interest in multilingualism is public discourse, representation, and narratives of everyday multilingual experience. She is the lead co-editor of <i>Multilingual Sydney</i> (Routledge, 2019) and lead author of '<i>Languages of Sydney: The people and the passion</i>' (Candlin &amp; Mynard, 2019). Her recent projects can be found on <a href="http://www.multilingualsydney.org">www.multilingualsydney.org</a>.</p> <p><b>Phil Benson</b> is a Professor of Applied Linguistics and Director of the Multilingualism Research Centre, which is located in the Faculty of Medicine, Health and Human Sciences and Faculty of Arts. His current research is in the community languages of Australia, their geographical distribution, socioeconomic characteristics of their speaker. He is interested in language learning environments and informal language learning beyond the classroom and has recently published the ground-breaking <a href="#">Language Learning Environments: Spatial Perspectives on SLA</a> (Multilingual Matters, 2021). He is co-editor of <a href="#">Multilingual Sydney</a> (Routledge, 2019), author of <a href="#">Teaching and Researching Autonomy in Language Learning</a> (Pearson, 2011) and has co-edited several collections of papers on autonomy and out-of-class learning.</p>

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Phil is an expert in the use of a range of qualitative research methods. He is especially interested in narrative inquiry as an approach to research on language learning beyond the classroom and is co-author of [Narrative Inquiry in Language Teaching and Learning Research](#) (Routledge, 2013), the first applied linguistics research manual on narrative methods.

9:45am – 10:45am

Day 2 – Session 1



9:45am – 10:45am

Audience:  
**Primary & Secondary**

**Room 356 (level 3)**



**Title:** *Fostering a collaborative approach in Country Victoria Roundtable* (Delphine Laboureau-Ormancey, Ruth McNamara, Meghan Anders)

**Blurb:** Working as a French teacher in regional schools can present certain challenges that may be unique to this context. Many language teachers in regional areas work in smaller schools and can feel quite isolated, with less opportunities to connect with other teachers in similar settings. Professional development opportunities can also be harder to access and, as a consequence, teachers can feel as though they are working alone without much support.

When the AFTV began offering language maintenance classes in Castlemaine, run by Delphine Laboureau-Ormancey, it quickly became evident that these classes were providing more than just language skills. In an informal conversational structure, participants were able to discuss teaching ideas, resources and issues ranging from behaviour management and motivation to accessing age-appropriate films and texts or online resources useful for teaching at different levels. Building relationships is a valuable aspect of this program, and there is undoubtedly a well-being element as well. Conversation does not have to be limited to work-related topics, and may veer off into discussions about French novels, cinema, music, food, current affairs or travel, all topics which can lead directly or indirectly to developing new ideas for teaching.

The collaborative potential of programs such as this are what we would like to elaborate on in this ‘round table’ discussion. We hope that with others working in regional schools, we can expand on the ways teachers have been able to support each other, particularly through the challenges presented by COVID lockdowns, and how communities of language teachers can be nurtured, providing valuable opportunities for connection.

**Bios:** **Delphine Laboureau-Ormancey**, a native French-speaker and qualified teacher, has worked extensively with students of all ages and their teachers in Country Victoria as well as urban schools. From language assistant to teacher trainer and from classroom teacher to tutor, Delphine enjoys wearing many different hats to keep engaged and creative in her teaching practice.

Mid-2020, Delphine returned to live near Castlemaine where she had started her career, reconnecting with peers and colleagues, both old and new. This was also an opportunity to rediscover the region and to notice the many changes after a 15 year lapse.

Since 2021, Delphine has been leading AFTV Language Maintenance classes in Castlemaine for regional teachers. During this time she has noticed that a collaborative approach to Language Learning and Teaching can go a long way in Country Victoria.

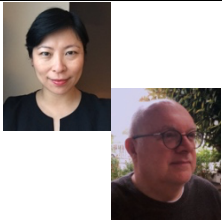
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**Meghan Anders**

Following a decade of primary classroom teaching in Melbourne, a move to the Macedon Ranges provided an opportunity for Meghan to teach French at Mount Macedon Primary, as well as a couple of very small local schools. One thing led to another, and now Meghan delivers the French program at Woodend Primary and Mount Macedon Primary schools.

**Ruth McNamara**

After several years working in other areas, including law and teaching English as an additional language, Ruth became a secondary French teacher 5 years ago and joined Castlemaine Secondary College in 2020. Covid lockdowns presented many challenges, but also provided opportunities to develop new curriculum and collaborative relationships. In 2021 and 2022 as Head of Languages at CSC, Ruth was then able to coordinate further curriculum development and capitalise on the networking opportunities provided by the local AFTV Language Maintenance classes.



9:45am – 10:45am  
**HYBRID**  
 Audience:  
**ALL**  
**Room 253 (level 2)**

***French is everywhere: A spatial approach to French language teaching and learning*** (Alice Chik & Phil Benson)

**Alice Chik**, Associate Professor at Macquarie School of Education, Macquarie University.

**Phil Benson**, Professor of Applied Linguistics and Director of the Multilingualism Research Centre at Macquarie University.



9:45am – 10:45am  
 Audience:  
**Primary (Repeat)**  
**Room 256 (level 2)**

**Title: *Language Learning for Littlies.*** (Kimberley Mullins).

**Blurb:** The AIM methodology strongly underpins my lesson plans and I utilise its focus on verbs as my central pedagogical philosophy. Verbs are essential for communicating competently in another language and they are the ideal starting point for L2 learners, particularly littlies, as they naturally promote movement and gestures. I have developed a verb-based ‘spin-off’ program from AIM that enhances the learning of verbs using: verb images on flashcards, pictograms, ‘magnetic’ words, flipcharts (ActiveInspire Promethean slides - could be easily adapted to Google slides), hands-on laminated cards and worksheets. In addition to these resources, (which I will happily share with participants), I have created a myriad of online activities that are embedded within free apps such as: Blooket, Wordwall and Flippity.

Since the advent of COVID, particular challenges have arisen as result of homeschooling, disrupted learning and a lack of socialisation – this is markedly prevalent in children in the years Prep to Grade 2. It has been my observation that many students of this age: have a lot of difficulty sitting in one place for any amount of time; have shorter attention spans; struggle to focus on teacher or whiteboard; issues with instructions (are used to autonomous decision-making); have fixation/obsession with ipads/tech; and many have significant delays with reading and writing. Our students and the way they

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are learning is changing and it makes sense for a teacher to adapt their teaching style to fit the student. I have identified three areas that promote a fun and engaging environment:

- Language Is A Performance: using movement to express one’s self, keep children engaged and foster kinaesthetic learning;
- Draw Me A Sentence: using verb and noun images (rather than written words) to stimulate oral production of language;
- The Techno Carrot: using technology as the ‘carrot/reward’ – how to implement technology frequently into your language program as a means of consolidation (but selling it to the students as fun)


Workshop will be divided into 3 sections of roughly 15-20 minutes each.

**Kimberley’s Bio:** Kim Mullins has been a French teacher for 15 years and was one of the first teachers in Australia to adopt and promote the AIM methodology (2006). She has held various positions of leadership, (Head of French, Exchange Program Director), and has taught students of all ages, from Prep to Year 12. Kim holds a Bachelor of Arts, major in French, as well as a Graduate Diploma of Teaching Primary and Secondary. Kim is a certified TESOL instructor and a graduate of the LEM phonics program.

Kim is passionate about using a multi-sensory approach for language teaching as this facilitates a more inclusive learning environment. One of her core beliefs is that second language learning is a necessary and vital component of the curriculum and not simply an elective.

**10:45am – 11:15am**      **Atrium**      **Morning Tea and Conversation with Exhibitors**

**11:15am – 12:45am**      **Day 2 – Session 2**

	<p>11:15am – 12:15pm</p> <p>Audience: <b>ALL</b></p> <p><b>Forum Theatre (level 1)</b></p>	<p><b>Title:</b> <i>How can your curriculum empower your students &amp; help them grow?</i> (Nathalie Marchand).</p> <p><b>Blurb:</b> Teaching French often means teaching a wide variety of levels in one classroom and differentiating effectively can be a real challenge. This session will explore the benefits of putting in place a progression-based student-centred program in French. You will discover how such a program can support you in your effort to provide students with more personalised lessons, support their growth while giving them a sense of achievement, agency and boost their motivation. You also will engage in practical and trialled examples showing you how easily you can implement relevant and meaningful differentiation and enable students to take ownership of their own learning and actively engage them in the feedback process for improvement.</p> <p><b>Bios:</b> <b>Nathalie Marchand</b> is a passionate, multilingual and accomplished Language educator and certified Professional translator, Nathalie Marchand has been involved in language education at primary and secondary levels for over 22 years. With various Language and educational degrees, she has extensive experience teaching GCSE and A level French in the UK, and the MYP, PYP, IB and VCE French courses in two independent Victorian schools since 2007. Through her roles as head of department, Subject Matter Expert (Language) at Pearson Australia and examiner for both the VCE and the IB, she has acquired an extensive knowledge and experience in developing and delivering engaging teaching strategies and curricula. Her passion for French</p>
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has also led Nathalie to become an author on teaching and learning material for the Quoi de Neuf? Series (Pearson) and deliver Professional Learning Webinar and workshops for ISV and the AFTV.



11:15am –  
11:45am

Audience:  
**Secondary**

**Room 253**  
**(level 2)**

**Title: *Studying & Revision – how independent are our students?*** (Aimee Pochinco).

**Blurb:** Why is it such a challenge to get students to study and revise? What does studying and revising look like in a French classroom? This presentation focuses on how a metacognitive approach to studying and revising with students can help build student agency around learning vocabulary. Through a small practitioner inquiry undertaken as part of the Teaching Excellence Program, I investigated how creating space within my classrooms to explore students’ understanding of studying and revising led to changed student mindsets and in some cases, increased motivation for how to approach studying and revision.

The learning sequence involved discussion, explicit modelling, experiential learning, and reflection. Student data yielded important insights such as more accurate self-assessments, more refined understanding of the challenges of the learning task and the benefits of the activities in relation to their learning.

The student data also highlighted the importance of checking assumptions (of ourselves as teachers and those of our students), the value of explicit modelling and giving students the opportunity to ‘play’ with new materials, both individually and within small groups

The key argument of this presentation is that class time devoted to understanding student conceptualisations of seemingly simple concepts such as ‘studying’ and ‘revision’ are actually quite powerful and illuminating for both teachers and students alike.

**Bio: Aimée Pochinco** was born in Winnipeg, Manitoba, Canada. She completed her Bachelor of Arts (Honours) at the University of Manitoba in Sociology and Spanish in 2009, after having transferred from l’Université de Saint-Boniface.

After visiting Australia, Aimée made the decision to move to Melbourne, where she completed her Master of Teaching (Secondary) at Deakin University in 2016. In addition to her methods of Languages and Humanities, she also specialised in TESOL.

Working on committees and associations has always been something Aimée has enjoyed and joined the AFTV general committee as a pre-service teacher. In that time, she has served on various subcommittees, including Student Activities, as well as serving as Secretary on the AFTV Executive. She continues to support teachers on the Professional Learning (Secondary) subcommittee and by moderating the AFTV Facebook page.

In 2021, Aimée became the Languages Learning Area Leader at Blackburn High School and is currently teaching years 7-12. In 2022, Aimée was selected for the inaugural cohort of the Teaching Excellence Program as part of the Victorian Academy of Teaching and Leadership. Her conference presentation will be based on the Practitioner Inquiry she conducted as part of the program.

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11:15am – 11:45am

Audience:  
**Primary & Secondary**

**Room 256 (level 2)**

**Title:** *Le chant en classe de FLE.* (Cedric Chamontin).

**Blurb:** Et si l'on vous demandait de pousser la chansonnette, là, maintenant, devant 25 personnes ? Seriez-vous de ceux qui cherchent la sortie la plus proche ? Vous n'êtes pas seuls. Pour des centaines de milliers d'étudiants, s'essayer à l'oral en français et sous les yeux des autres n'est pas si différent de chanter en public. Durant notre session, je partagerai avec vous mes expériences sur les activités de chant en classe et les bénéfices que les élèves ont pu en tirer. Je vous montrerai également comment avec un peu d'entrain et de créativité, même les élèves les plus récalcitrants peuvent se prêter au jeu.

**Bios:** **Cedric Chamontin** is an experienced Year 7, 10 and 12 French teacher. He was awarded the National Young Hope French Teacher Award of Excellence in 2020. He is currently enrolled in the inaugural Teaching Excellence Program at the Victorian Academy of Teaching and Leadership. Cedric believes that every student can enjoy a French lesson, regardless of competence or background. He is passionate about increasing student engagement and learning in the Languages.



11:45am – 12:15pm

Audience:  
**ALL**

**Room 253 (level 2)**

**Title:** *Visual Listening: Integrating Visual Stories to Teach Second Languages.* (Olimpia Rosenblum).

**Blurb:** Many studies have shown that when students look and listen to a story being told in a second language, they acquire language faster and are more engaged. Studies have also shown that the human mind processes visuals 60,000 times faster than regular text content. This presentation will give an overview into the Visual Listening Method where participants will learn techniques to better support their students to develop language fluency through "viewing". Suitable for primary and secondary students.

**Bio:** **Olimpia Roseblum** is a multi-linguist, writer, media and languages teacher. She studied languages and marketing in Melbourne, before moving to Paris, teaching English as a second language and joined the sales team of LVMH. There she managed the John Galliano flagship boutique in the Galeries Lafayette department store in Paris. Olimpia returned to Australia and took up postgraduate studies in Languages and Media Arts and worked as the Coordinator of Education and Public Programs at the Mornington Peninsula Regional Gallery. Deeply passionate about second languages and intercultural awareness, Olimpia returned to the education sector in 2014 and heads the Languages Department at Padua College on the Mornington Peninsula in Victoria.

Her cutting edge approach to teaching second languages includes project-based learning, Conti's EPI approach (extensive processing instruction) and Visual Listening which is a method she is developing using visual thinking strategies as second language pedagogy.

Olimpia is currently undertaking Doctoral Studies and furthering her research on methods of efficient second language acquisition for primary and junior modern languages pedagogies.

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11:45am –  
12:15pm

Audience:  
**ALL**

**Room 256**  
**(level 2)**



**Title:** *L'improvisation théâtrale, un outil pédagogique.* (Natacha Muller).

**Blurb:** Dans cet atelier participatif, nous engagerons chaque professeur à découvrir en quoi les fondamentaux de l'improvisation théâtrale constituent une boîte à outils ludique au service de l'enseignement. L'improvisation appliquée est une approche non artistique de la discipline pour servir d'autres champs que celui du divertissement. Au sein de The French Loop, nous oeuvrons en autres pour une pratique du théâtre au service de la pédagogie, de la communauté et de bien d'autres domaines.

En seulement une heure, Natacha vous fera vivre des montagnes russes que vous ne risquez pas d'oublier, en effet nous observerons par la pratique les techniques qui changeront à tout jamais votre manière d'enseigner (votre approche pédagogique, votre position physique dans la classe et surtout votre interaction avec les élèves). Chez The French Loop nous considérons chaque personne dans son entièreté, nos techniques ne sont pas universelles bien au contraire, elles s'adaptent à celles et ceux qui se les approprient. Si vous ne pensez pas être à l'aise avec l'univers théâtral ou que vous avez peur d'en faire, VOUS ETES LE PUBLIC PARFAIT pour cette prise de parole! C'est exactement ce que je recherche, des personnes qui sont persuadées que le théâtre n'est pas accessible à toutes mais laissez-moi vous en convaincre du contraire en moins d'une heure.

Cet atelier ne vous transformera pas en acteur mais je vous assure que vous verrez le théâtre comme un atout incontestable à votre profession et pour vous aussi!



En bonus, vous repartirez chacun.e avec votre propre boîte à outils en poche de jeux à refaire en classe!

OUI, cette présentation est participative et physique mais surtout riche en découverte!

**Bio:** **Natacha Muller**, improvisatrice professionnelle et membre active de Applied Improvisation Network, a plus de 20 années d'expérience en coaching artistique. Elle a commencé sa carrière d'improvisatrice à l'âge de 13 ans et ne la jamais quitté puis a fait ses premiers pas en tant que coach d'impro dans plusieurs cellules de réinsertion sociale à Strasbourg afin de contribuer à la réinsertion sociale de personnes cérébrolésées, d'adolescents en échec scolaire et d'enfants placés en foyer. C'est ensuite à l'école de Management de Strasbourg (l'EM) que Natacha a révolutionné la place de l'improvisation du milieu universitaire en créant trois classes de théâtre régulières, un concours d'éloquence annuel, des tournois d'improvisation inter régionaux et des formations à la mise en scène pour les soirées artistiques de l'école, le tout pendant plus de cinq années. A la fin de ses propres études théâtrales, Natacha a rédigé un mémoire ayant pour titre « la genèse d'un théâtre pédagogique », puis elle a quitté sa zone de confort et a déménagé à Melbourne en 2017...

The French Loop c'est une compagnie de théâtre française essentiellement axée sur la pratique de l'improvisation théâtrale. C'est la résultante de toutes les années d'expérience artistique. Natacha travaille avec plusieurs écoles franco australiennes à Melbourne, et coache des enfants à partir de 3 ans jusqu'aux adultes de ses ateliers car il n'y a pas d'âge pour improviser! Elle anime également des spectacles tout au long de l'année et participe de manière active au dynamisme de la communauté francophone de Melbourne.

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		Natacha a développé cette compagnie afin de promouvoir la langue française et démocratiser le théâtre, c'est un challenge de tous les jours de gérer sa propre entreprise et tout particulièrement dans un contexte anglophone et à travers une pandémie internationale cependant avec le soutien de la communauté francophone et les ressources inépuisables, Natacha a su maintenir sa barque et continue d'exercer son métier avec passion et professionnalisme.
	12:15pm – 12:45pm  Audience: <b>ALL</b> <b>Room 356</b> <b>(level 3)</b>	<b>Title: “La classe virtuelle” from Hachette.</b> (Jillian Symons, Managing Director at Intext Book Company / Language International Bookshop).  <b>Blurb:</b> Visit the new English language adaptation of the course from Hachette, Explore, and learn about the new <i>virtual classroom</i> for assessment and evaluation of your students’ progress and to enable communication within your classes. Sample copies will be distributed.
	12:15pm – 12:45pm  Audience: <b>VCE</b> <b>Room 253</b> <b>(level 2)</b>	<b>Title: Demystifying the VCE oral examination.</b> (Philippe Vallantin).  <b>Blurb:</b> Dans ce court atelier, nous discuterons le format de l'oral (conversation générale + les candidats en tant qu'apprenant de la langue française) ET la discussion ainsi que de l'utilisation du stimulus visuel) et des critères d'évaluation. Ensemble, nous essaierons de répondre aux questions que vos élèves vous posent et que vous vous posez. Veuillez bien noter que les propos tenus ou les conseils donnés par l'intervenant ou les participants leur sont propres et ne sont pas ceux de VCAA.  <b>Bios:</b> Philippe Vallantin is President of the Association of French Teachers of Victoria and teaches French 7-12 including IB French at Lauriston Girls School. For Pearson Education, he has written components of <i>Touché !</i> , <i>Ça alors !</i> and <i>Ça y est !</i> , the <i>Leading Edge French</i> , has co-written the <i>Quoi de Neuf ?</i> 1 and 2 activity books and consulted on the student books and was one of the co-authors of <i>Quoi de Neuf Senior</i> . He also worked with the Alliance française de Melbourne and the University of Melbourne on different projects. He has been a VCAA and IB assessor for many years.
<b>(Meet Jason at the Arts West Atrium)</b>	12:15pm – 12:45pm  Audience: <b>ALL</b> <b>(Van parked outside)</b>	<b>Title: Le Cambriolage – The Heist.</b> (Jason O’Leary)  <b>Blurb:</b> The session is aimed at VCE teachers who wish to better understand how better to prepare students for the VCE end of year written examination. The presentation will provide information about the written examination, and tips and strategies to support students’ growth and progress when preparing for the examination. The presentation will be followed by a discussion session during which teachers will be able to ask questions and clarification from experienced VCE written examiners.



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**12:45pm – 1:45pm**

**Atrium**

**Lunch, Networking, and Conversation with Exhibitors**

**1:45pm – 3:15pm**

**Day 2 – Session 3**



1:45pm –  
2:45pm

Audience:  
**ALL**  
**(Workshop – Repeat)**

**Room 356**  
**(level 3)**

**Title:** *Quels outils dans une classe plurilingue de français ?* (Cynthia Eid).

**Cynthia EID** est présidente de la Fédération internationale des professeurs de français (FIPF) et Chevalier dans l'Ordre des Palmes Académiques. Elle est présentement Doyenne de l'École de formateurs et Directrice de la Pédagogie et de l'Innovation au sein du Groupe IGS.



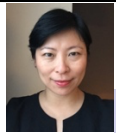
1:45pm –  
2:45pm

Audience:  
**ALL**  
**(Workshop – Repeat)**

**Room 253**  
**(level 2)**

**Title:** *Les évolutions du français au XXIe siècle .* (Christophe Benzitoun).

**Christophe Benzitoun** est maître de conférences en linguistique française à l'université de Lorraine et chercheur au laboratoire ATILF, berceau du Trésor de la langue française.



1:45pm –  
2:45pm


Audience:  
**ALL**

**Title:** *French is everywhere: A spatial approach to French language teaching and learning.* (Alice Chik & Phil Benson).

**Alice Chik**, Associate Professor at Macquarie School of Education, Macquarie University.

**Phil Benson**, Professor of Applied Linguistics and Director of the Multilingualism Research Centre at Macquarie University.

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	<p><b>(Workshop – Repeat)</b></p> <p><b>Room 256 (level 2)</b></p>	
	<p>2:45pm – 3:15pm</p> <p>Audience: <b>Secondary</b></p> <p><b>Room 356 (level 3)</b></p>	<p><b>Title:</b> <i>Strategies of engagement &amp; motivation through metacognition to teach &amp; learn French.</i> (Maud Fugier-Sola).</p> <p><b>Blurb:</b> Are you constantly re-evaluating your pedagogical mission, even more so post-Covid? Are you regularly trying to open your students’ horizon and increase their engagement by showing the relevance of the French language and culture as well as its place within Europe and the World? if so, this workshop will add to your toolbox a variety of strategies of engagement and motivation through metacognition to teach and learn French in 2022 and beyond.</p> <p>Together, we will consider student-centred activities and opportunities while us, educators, become facilitators for active discovery. In 2022, we owe it to ourselves to get our French students active in their learning, knowing their learning style, being aware of the methodical steps needed to acquire skills and knowledge, while solving problems and engaging with set tasks.</p> <p><b>One way to reach these goals</b>  is to use metacognition activities to maximise students’ learning experience. During this presentation, we will explore the use of mind maps to:</p> <ul style="list-style-type: none"> <li>• help with brainstorming and allow for faster and more efficient planning</li> <li>• foster metacognition through thinking routines</li> <li>• develop higher-order thinking skills</li> <li>• trigger retrieval strategies</li> </ul> <p><b>We will also unpack ways to</b>  use visuals and infographics to develop students’ aptitude to think deeply and critically</p> <ul style="list-style-type: none"> <li>• use strategies of memorisation, pattern recognition, analysis and synthesis: indispensable skills in 2022 and transferable to our students’ professions</li> <li>• motivate students to grow</li> <li>• encourage an emotional dimension</li> <li>• integrate visual memory into the long-term memory</li> <li>• give constructive feedback</li> </ul> <p>You will come away with a wide range of implementable ideas and strategies in your practice. An opportunity for interaction and questions will be offered at the end of the workshop.</p>

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**Bios:** Since earning her Master’s degree in linguistics, literature, translation, civilisation and education, Maud has taught extensively in France, England and Australia (A&AS-Level, IB and VCE). For the past 20 years, she has held various school leadership positions. Maud is a French teacher, facilitator, presenter, published author and consultant, advising on educational material across the domain of languages.

In the last decade, Maud has combined her teaching and curriculum expertise with her enthusiasm for interacting with other educators. She has presented a variety of highly engaging and stimulating Professional Learning events with various companies. Maud’s passion lies in language teaching, curriculum planning, student engagement, mastery of the macro language skills and sharing successful strategies for quality teaching and learning experiences. Maud is the recipient of the inaugural Victorian French Teacher of the Year Award.

Her passion for amplifying teachers’ impact on students has been the main drive for developing professional learning events and publications. Maud is regarded as a knowledgeable, passionate, interactive, supportive and enthusiastic facilitator giving personal, professional and expert advice.



2:45pm –  
3:15pm

Audience:  
**VCE**

**Room 253**  
**(level 2)**

**Title:** *Demystifying the VCE written examination.* (Nathalie Marchand).

**Blurb:** The session is aimed at VCE teachers who wish to better understand how better to prepare students for the VCE end of year written examination. The presentation will provide information about the written examination, and tips and strategies to support students’ growth and progress when preparing for the examination. The presentation will be followed by a discussion session during which teachers will be able to ask questions and clarification from experienced VCE written examiners.

**Bios:** A passionate, multilingual and accomplished Language educator and certified Professional translator, Nathalie Marchand has been involved in language education at primary and secondary levels for over 22 years. With various Language and educational degrees, she has extensive experience teaching GCSE and A level French in the UK, and the MYP, PYP, IB and VCE French courses in two independent Victorian schools since 2007. Through her roles as head of department, Subject Matter Expert (Language) at Pearson Australia and examiner for both the VCE and the IB, she has acquired an extensive knowledge and experience in developing and delivering engaging teaching strategies and curricula. Her passion for French has also led Nathalie to become an author on teaching and learning material for the Quoi de Neuf? Series (Pearson) and deliver Professional Learning Webinar and workshops for ISV and the AFTV.

**(Meet Jason at the**  
**Arts West Atrium)**

2:45pm –  
3:15pm

**Title:** *Le Cambriolage – The Heist.* (Jason O’Leary)

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Audience:  
**ALL**  
**(Van parked outside)**

**Blurb:** The session is aimed at VCE teachers who wish to better understand how better to prepare students for the VCE end of year written examination. The presentation will provide information about the written examination, and tips and strategies to support students' growth and progress when preparing for the examination. The presentation will be followed by a discussion session during which teachers will be able to ask questions and clarification from experienced VCE written examiners.

**3:15pm**

**Atrium**

**Conference Closing**