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NEW PERSPECTIVES ON LANGUAGE LEARNING

FATFA Conference 2026 - Programme

Vendredi, 27 novembre 2026

9 :00 9 :30	Registration and Welcome (FATFA)			
9 :30 – 10 :30	Keynote : **Kris Knisely** (University of Arizona) Shared plenary for FATFA and ASFS conference attendees (1 hour) **Nos français à nous toustes : Transcultures of language in educational contexts**			
10 :30 11 :00	Morning tea break			
Parallel Sessions				
11 :00 – 11:45	**Celine Decoux** (WA) A Natural Progression of Cross Disciplinary Skills: How Languages Amplify Learning. 45 mins	**Clemence Semmler** (SA) and **Tristane Robert** (Q) w: Assessment in the IBDP French B Course: sharing practical suggestions to improve student outcomes. 45 mins	**Anne Violin-Wigent** (USA) Une recette facile pour enseigner la prononciation dès le début. 45 mins	**Marie Robert** (V) Apprendre aux étudiants à ne pas savoir : cultiver la spontanéité et la gestion de l'incertitude dans un portfolio oral universitaire de français. 30 mins
11:45 - 12:30	**Alexander Harris** (NSW) Le Métalangage, la Motivation et la Maîtrise : Teaching French to strengthen self-efficacy across French and English studies. 45 mins	**Charlotte Crowley** (NSW) Hands-on French. Using gestures to support student output and attitudes in the Primary School classroom. 45 mins	**Fiona Taylor** (NZ) Unlearning Grammar-First: Designing Classrooms for Real Communication in French. 45 mins	**Diane de Saint-Leger** and **Antonia Wimbush** (V) E-portfolios, autobiography and plurilingual trajectories: reframing French Studies through a transnational lens. 30 mins
				Lucie Froidevaux (V) Le français à UniMelb : un projet pilote de rapprochement entre l'université et les programmes de français au lycée. 30 mins
12 :30 13 :00	Lunch break			

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Vendredi, 27 novembre 2026

13:30 – 14:15	**Jane Marsden, Helen Sarantopoulos** (NSW) French Without Borders: Student Achievement in a Digital World. 45 mins	**Gaëlle Tregoning** (ACT) French Beyond Textbooks and the Classroom. 45 mins	**Dr Patrick Kennedy & Dr Nicholas Strole** (V) (13:30-14:00) Translating Marcel Proust: (Un)Learning through Collaborative Digital Tools in the French Classroom. 30 mins	**Telopea Park School** Visit to the French immersion school. Details TBC Accompanied by M. Francesco Colonna-Romano (Ambassade de France) 1h 30mins (including travel)
14:15 - 15:00	**Cathy Galligan** (Q) Applying Explicit Teaching principles in the Languages Classroom. 45 mins	**Simon McGrinley** (NZ) Shared Histories: Bringing France and the Local Context into the French Classroom. 45 mins	**Lucie Froidevaux** (V) (14:00-14:30) Entre attentes et expériences : étude comparative auprès d'étudiants grands débutants en français à l'université. 30 mins **Carolyn Stott** (NSW) (14:30-15:00) The use of custom chatbots powered by GenAI in and beyond the French classroom to facilitate effective student learning. 30 mins	
15 :00 15 :30	Afternoon tea break			

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NEW PERSPECTIVES ON LANGUAGE LEARNING

FATFA Conference 2026 - Programme

Vendredi, 27 novembre 2026				
Parallel Sessions				
15 :30 – 16:15	**Solène Inceoglu, Julia Gorham** (ANU) Workshop. (15:30-16:30) Getting Started with AI for French Language Teaching/Learning: Opportunities, Challenges and Practical Techniques. 60 mins	**Myriam Davies** (ACT) DELF Prim. With Pauline Dinet (Embassy of France) in conjunction with Sarah Zaglia (SA) next session. 45 mins	**Christine Tolefe** (WA) Reframing What We Know: A Culture-Driven Cyclical Model for Secondary French Classrooms. 45 mins	**Adelie Badman** (NSW) Groupwork – How to ensure learning is effective. 45 mins
16:15 - 17:00	**Ariane Naliupis** (Vanuatu) (16:30 - 17:00) (De)constructing Eurocentric Paradigms in French Language Education: Toward an (Ocean)Centred Approach to Knowledge Circulation in Vanuatu. 30 mins	**Sarah Zaglia** (SA) Empowering French Learners Through DELF at school. With Pauline Dinet (Embassy of France) in conjunction with Myriam Davies (ACT) previous session. 45 mins	**Kathleen Esser** (NSW) Teacher Wellbeing and Renewal. 45 mins	**Jasmine Soutirolis** (SA) Mastering the Mix: Effective Strategies for Teaching Combined Year Level French classes. 45 mins
17:00	End of Day 1 - FATFA Committee meeting			

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NEW PERSPECTIVES ON LANGUAGE LEARNING

FATFA Conference 2026 - Programme

FATFA ACT MLTA

Samedi, 28 novembre 2026			
9 :00 – 9 :30	Registration		
9 :30 – 10 :30	Keynote : **Christian Ollivier** (University of La Reunion) **AI Critical Literacy and Language Teaching and Learning – Towards the Critical Use of Generative AI to Strengthen Learners' Autonomy and Language Skills**		
10 :30 – 11 :00	Morning tea break		
Parallel Sessions			
11 :00 – 12 :30	**Pauline Dinet / Jérôme Degrave (ACT)** (11:00 - 12:30) Le français pour les grands débutants. 1h 30 mins	**Clemence Semmler** (SA) (11:00 - 12:00) P:From Middle to Senior Years: addressing student retention in French. 60 mins	**Christian Ollivier** (11:00 - 11:45) Workshop. 45 mins
		Belinda Roberts (SA) (12:00 - 12:30) Innovation and the importance of collaborative teaching in the primary school language setting. 30 mins	**Catherine de Vos** (Q) (11:45 - 12:30) (Un) Learning AI : Self-regulated learning, feedback and student agency in the Language classroom. 45 mins
12 :30 – 13 :30	Lunch break		
13 :30 – 14 :30	Keynote : **Yvette Slaughter** (University of Melbourne) **Plurilingual realities, monolingual systems: Rethinking plurilingualism in Oceania's classrooms.**		
Parallel Sessions			
14 :30 – 15 :00	**Prudence Roveta** (ACT) Les Profs en immersion en Polynésie Française 30 mins	**Sophie Lerat** (ACT) Les langues pour tous : concilier excellence et inclusion dans un programme de langues. 30 mins	**Pauline Dinet** (Ambassade de France) Présentation de ressources institutionnelles. 30 mins
15 :00 – 15 :30	Afternoon tea break		
Parallel Sessions			
15 :30 – 16:15	**Cathy Galligan** (Q) Inclusion in the language classroom. 45 mins	**Christian Ollivier** Workshop. 45 mins	**Jacques Bernard et Anne Mangeant** La lecture au cœur des débats 45 mins
16:15 - 17:00	**Ambassade de France - Francesco Colonna-Romano** Soutiens de l'Ambassade aux professeurs de français. 45 mins		
17:00	End of Conference		



Kris Knisely
KEYNOTE PRESENTER

Biography

Kris Aric Knisely (Ph.D., French and Educational Studies, Emory University) is Associate Professor of French and Intercultural Competence as well as affiliated faculty in both SLAT and TSRC at the University of Arizona. Knisely's research, in its broadest form, considers gender and sexuality in the linguistic, socio-cultural, and instructional dimensions of language learning. This entails asking how the linguistically- and culturally-situated ways that we perceive, embody, and otherwise do gender enter into language education, what normativities manifest there, and how those normativities can be laid bare, upended, and unscripted by language teachers and learners. Within this general frame, Knisely focuses on the culturally-situated linguistic practices of trans and gender non-compliant languagers of French, particularly as they can inform the development and articulation of trans-affirming and gender-just language curricula, materials, research, training, and pedagogies. Dr. Knisely's work has appeared in a variety of journals including Contemporary French Civilization, CFC Intersections, Critical Multilingualism Studies, Foreign Language Annals, The French Review, Gender and Language, Journal of Applied Measurement, Modern Language Journal, and Pensamiento Educativo, among others. Knisely is also co-editor of Redoing linguistic worlds: Unmaking gender binaries, remaking gender pluralities (Multilingual Matters).

KEYNOTE PRESENTATION

Nos français à nous toustes : Trans cultures of language in educational contexts



Céline Decoux

Biography

Céline Decoux is a Primary school teacher with fourteen years of experience across public and independent schools, teaching students from Kindy to year 8 in Australia, France, and Canada. She holds a Master in Education & linguistics from a French university and a Master of Education from Curtin University, grounding her practice in strong pedagogical and developmental expertise. Since 2024, Celine has served as President of TOFA WA, leading two state conferences and actively advocating for the teaching of French across Australia.

Her diverse international background and commitment to cognitive informed practice shape her approach to creating meaningful, developmentally aligned Language learning experiences. Passionate about the role of Languages in fostering cultural understanding and whole child development, Celine works to strengthen the visibility and value of Languages within the wider school community.

Presentation

Primary teachers bring deep expertise in psychomotor development and the psychological stages of childhood, observing firsthand the remarkable progression from early childhood in kindergarten to the complex capabilities of Year 6 learners. Within this developmental journey lies an important opportunity: Languages lessons can act as a powerful reinforcement tool for essential cognitive, motor, and social emotional skills.

Research in cognitive science highlights the impact of repetition, spaced practice, and revisiting concepts in varied contexts to strengthen memory and learning transfer. Language learning provides a uniquely rich environment for this process allowing students to encounter familiar skills and concepts through the engaging lens of an additional language.

This session will explore a natural developmental progression from the early years to upper primary, identifying key psychomotor and cognitive milestones that can be meaningfully revisited in the Languages classroom. Examples include supporting midline crossing in Preprimary, developing balance, posture, and spatial awareness in Year 2, and cultivating mindfulness and emotional regulation in Years 4 to 6.

By aligning Languages programs with whole child development, teachers can deepen the subject's relevance and visibility across the school community. This cross disciplinary approach positions Languages not only as an academic discipline, but as an essential

contributor to broader learning, wellbeing, and curriculum cohesion.





Clémence Semmler Tristane Robert

Biography

Clémence Semmler finds teaching French, her mother tongue, and sharing French culture genuinely rewarding — most of the time, anyway! She is an experienced French teacher with a broad range of teaching experience, including immersion and Middle School mainstream classes, SACE, and the IB Diploma Programme French B at both Standard and Higher Levels. Beyond the classroom, Clemence is a team leader and examiner for both the IB and SACE. She is also Vice-President of SAFTA, where she is committed to building meaningful support networks and strengthening professional connections among French teachers.

Tristane Robert currently teaches Senior French within the International Baccalaureate Diploma Program at a selective STEM school in Brisbane. A native French speaker and experienced language educator with a strong passion for teaching and learning, she brings over 30 years of experience across international and Australian educational settings, working with learners from early childhood (age 3) to adults, in schools, youth programs, and community centres. Tristane is committed to fostering deep engagement in language learning and inspiring lifelong, meaningful connections with languages and cultures. Tristane currently serves as

French President of Languages Teachers Queensland and represents Queensland French teachers as a committee member of the Federation of Australian Teachers of French Associations (FATFA).

Presentation

Assessment in the IBDP French B Course: sharing practical suggestions to improve student outcomes.

Based on classroom practice, IB assessor feedback, and a close reading of the criteria, this session is about sharing practical strategies for strengthening student performance across all assessment components of the French B IBDP course. Looking at the Individual Oral, Paper 1 (Writing), and Paper 2 (Listening and Reading Comprehension), we will discuss what makes a difference in results.

Specific areas of focus may include:

Student preparation for the Individual Oral, and how to consistently achieve strong marks for Criterion B1 through demonstrating genuine knowledge of French culture, building IB examination skills through authentic texts to develop both comprehension and cultural literacy, and the role of metalanguage in helping students decode comprehension questions.

Teaching IBDP French B for many years has given me a solid foundation to draw from, but I would like this session to be genuinely collaborative. IB French teachers rarely get the chance to collaborate, and it would be fantastic to explore the collective knowledge in the room. This workshop is as much about creating space for that conversation, and exchanging easy to implement, practical tips to improve student outcomes.



Anne Violin-Wigent

Biography

Anne Violin-Wigent is an Associate professor of French at Michigan State University. Her research currently focuses on the effectiveness of explicit instruction in the acquisition of a second language (in particular on the development of pronunciation) and on student retention in language programs past requirements. She has been serving as the French Language Director and Assistant to the Language Director for many years and has taught a wide variety of classes, including History of the French language, Evolution of French Gastronomy, Teaching Methods, and French linguistics and phonetics to name but a few. She has co-authored Sons et Sens, La Prononciation du français en contexte, published in 2013 by Georgetown University Press. She is also actively involved in teacher professional development, with the Michigan World Language Association (President in 2011) and in mentoring undergraduate and graduate students.

Presentation

Une recette facile pour enseigner la prononciation dès le début

Les profs de français sont souvent réticent/es à inclure des leçons de prononciation dans leurs cours par manque de temps et/ou de formation. Cette présentation présente des outils simples et faciles à intégrer dans les cours de tous les niveaux pour inclure des éléments de prononciation liés avec des distinctions grammaticales.

Le format des activités est similaire et adaptable à d'autres sons : on commence par des exercices d'écoute de sons individuels (comme 'le'), puis en paire pour établir une distinction ('le' vs. 'les'). Vient ensuite un exercice de discrimination avant de passer à des exercices de prononciation. Ces activités permettent de développer la compréhensibilité des élèves mais aussi leur compréhension et leur apprentissage de la langue. En outre, comme les élèves indiquent souvent des sentiments de honte ou de gêne liés avec leur accent, apprendre la prononciation va augmenter la confiance en soi et les inciter à participer davantage en classe.



Marie Robert

Biography

Marie Robert est Senior Tutor (Teaching Specialist) en études françaises à l'Université de Melbourne, Australie.
Elle travaille sur la didactique du FLE et s'intéresse particulièrement au développement de la compétence orale, à l'autonomie des apprenants et aux dispositifs pédagogiques favorisant la prise de parole spontanée en contexte universitaire.

Presentation

Apprendre aux étudiants à ne pas savoir : cultiver la spontanéité et la gestion de l'incertitude dans un portfolio oral universitaire de français.
Que se passe-t-il lorsque des apprenants de français sont invités à s'exprimer spontanément, sans notes ni préparation ? Pour beaucoup, l'exercice est déstabilisant : ils possèdent souvent les connaissances linguistiques nécessaires, mais pas toujours les outils pour continuer à communiquer lorsque les mots leur manquent ou que l'incertitude s'installe.
Cette communication présente un projet de recherche-action pédagogique mené dans un programme universitaire de français en Australie. Le projet s'appuie sur un portfolio vidéo oral, fondé sur des prises de parole spontanées enregistrées toutes les deux semaines pendant 12 semaines. Si certains étudiants abordent l'exercice avec assurance, beaucoup ont recours à des stratégies d'évitement.
La version actuelle du projet prolonge ce dispositif par l'intégration d'un petit ensemble de stratégies de communication pratiques directement dans le cycle du portfolio, notamment des expressions permettant de gagner du temps, des techniques de reformulation, ainsi que des procédés pour maintenir le discours malgré les hésitations ou les lacunes lexicales. Ces outils visent à aider les étudiants à gérer l'incertitude en temps réel plutôt qu'à produire un discours
parfaitement préparé.
Cette communication croise les écrits réflexifs des étudiants avec l'observation de leurs productions orales enregistrées afin d'examiner la façon dont les apprenants perçoivent ces dispositifs de soutien et s'en emparent.
Au cœur de ce projet se trouve la question suivante : peut-on apprendre aux étudiants à se sentir plus à l'aise sans script en les préparant à gérer l'imprévu plutôt qu'à dépendre d'une préparation rigide ?
Cette communication s'adresse aux enseignants de français en contexte universitaire.





Dr Diane de Saint Léger Dr Antonia Wimbush

Biography

Dr Diane de Saint Léger is Senior Lecturer in French Studies at the University of Melbourne. Her research focuses on the physical presence of languages in public spaces and the way they link to power, memory and identity. She has also published in second language acquisition and (critical) language pedagogy. Her current research project examines the relationship between language ideology, identity and practice in the French speaking Pacific region.

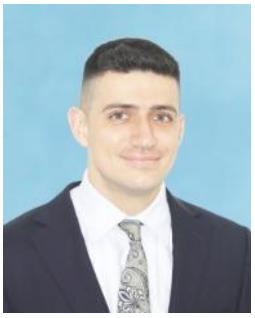
Dr Antonia Wimbush is Senior Lecturer in French Studies at the University of Melbourne. Her publications include *BUMIDOM (1963-1982) and its Afterlives* (2025), *Autofiction: A Female Francophone Aesthetic of Exile* (2021), and the co-edited volume *Queer(y)ing Bodily Norms in Francophone Culture* (2021). Her research focuses on French Caribbean literature and culture, memory studies, and representations of exile and migration. She is currently on the executive committees of Australian Society for French Studies and Women in French: Australia.

Presentation

E-portfolios, autobiography and plurilingual trajectories: reframing French Studies through a transnational lens

This paper explores the use of transnational and autobiographical pedagogies in *Global French Studies*, a capstone French subject at the University of Melbourne. It focuses on the use of e-portfolios to move beyond traditional monolingual approaches to French language teaching and to recognise students' existing plurilingual and pluricultural identities.

Through reflective and linguistic autobiographical writing, students are encouraged to explore their experiences across languages, cultures and life stages, including the challenges, emotions and transformations associated with language learning. Drawing on three years of successive subject iterations, the paper examines how e-portfolios can foster greater reflection on language and identity, challenge traditional hierarchies around language, and position students as active social agents with dynamic multilingual repertoires.



Alexander Harris

Biography

English literacy and student self-efficacy. **Alexander Harris** is a teacher of French, Latin and English at Meriden School, Sydney. He previously taught English at Knox Grammar School and EAL/D at Saigon tourist Hospitality College, Tan Tao University and Binh Chanh High School in Ho Chi Minh City, Vietnam. In December 2026-January 2027, he will volunteer as a French teacher with the Institute for Leadership and Communication Studies (ICLS) in Rabat, Morocco. His work focuses on how French linguistic knowledge can strengthen.

Presentation

'Le Métalangage, la Motivation et la Maîtrise: Strengthening Student Self Efficacy Across French and English Studies'

In an era of increasing curriculum integration and explicit instruction, French classrooms are uniquely positioned to support literacy development beyond the language classroom. This workshop explores how French teachers can deliberately leverage morphology and grammatical metalanguage to strengthen students' confidence, vocabulary knowledge and analytical skills across both French and English studies.

Participants will examine practical strategies for teaching vocabulary through a morphological approach, helping students recognise how thousands of sophisticated English words derive from French and Latin roots. By making these linguistic connections explicit, students can expand their academic vocabulary and apply it more effectively in creative, persuasive and analytical writing tasks.

The session also investigates the benefits of explicitly teaching grammatical concepts and metalanguage in French. A strong understanding of parts of speech, sentence structure, tense, mood and syntax equips students with the tools needed not only to communicate more accurately in French, but also to analyse authorial choices and stylistic features in English literature. As students become more confident discussing language itself, they develop greater self-efficacy as both language learners and critical readers.

Drawing on experiences teaching French, English and EAL/D in Australia and overseas, this presentation will provide classroom-ready activities, examples and resources that demonstrate how language learning can serve as a powerful vehicle for improving literacy outcomes. Participants will leave with practical strategies for strengthening students' metalinguistic awareness while fostering motivation, mastery and transferable academic success.



Charlotte Crowley

Biography

Charlotte Crowley is a dedicated French teacher with a strong interest in intercultural communicative language teaching and reflective practice. She is currently completing a PhD at RMIT University, focusing on the use of intentional teaching gestures in the additional language classroom. Her work explores how embodied and multimodal approaches can challenge traditional ways of knowing in language education, encouraging both teachers and students to engage in processes of reflection, curiosity, and creative unlearning.

Presentation

Hands on French: Using gesture to support student output and attitudes in the primary school classroom.

Encouraging student oral production is of paramount importance in the additional language (AL) classroom. Through interaction and discussion, students develop proficiency in the target language. Student attitudes also play a significant role in their willingness to communicate (WTC) and their motivation to participate in AL learning.

This research explores how Intentional Teaching Gestures (ITG) can promote both student oral production and positive learner attitudes. While previous studies have demonstrated the effectiveness of Intentional Teaching Gestures (ITG), this project extends existing research by examining a new educational context, refining the ITG methodology, and incorporating a focus on student attitudes.

This mixed-methods study presents a case study conducted in a primary school setting. Participants completed two one-on-one language production tasks: one supported by ITG scaffolds and the other by verbal scaffolds. Both qualitative and quantitative data were collected on students' use of gesture and language. Follow-up interviews provided further qualitative insights into student attitudes towards learning French and their experiences with both verbal and ITG scaffolding.

The findings have the potential to inform pedagogical practices and enhance outcomes in AL teaching, particularly through the use of ITG in primary education.



Fiona Taylor

Biography

Fiona Taylor is an experienced Head of Languages and French teacher from New Zealand, with over 25 years in secondary education. She is currently Head of Modern Languages at St Andrew's College in Christchurch. Passionate about
communicative and intercultural language teaching, she leads curriculum innovation with a strong focus on effective pedagogy and student-centred learning environments. Fiona also works in ESOL and is committed to supporting diverse learners to succeed through meaningful, real-world language use.

Presentation

Unlearning Grammar-First: Designing Classrooms for Real Communication in French

In many language classrooms, grammar continues to dominate planning, sequencing, and assessment. This workshop invites participants to critically "unlearn" the grammar-first paradigm and explore how a communication-driven approach can lead to more authentic and meaningful language use. Grounded in the New Zealand Curriculum's emphasis on communication and intercultural
competence, the session will demonstrate how shifting the focus from forms to meaning can transform student engagement and proficiency.

Drawing on Rod Ellis's principles of instructed second language acquisition, particularly the importance of meaning-focused input and output, opportunities for interaction, and the development of implicit knowledge—this workshop will bridge theory and practice.

Participants will experience a sequence of classroom-ready activities that prioritise purposeful communication while still supporting form-focused learning in context.

Through hands-on tasks such as information-gap activities, role-plays, and scaffolded spontaneous speaking, attendees will explore how to design lessons that promote authentic interaction and learner autonomy. Examples from a New Zealand secondary French classroom will highlight strategies for integrating intercultural perspectives and responding to increasingly multilingual student cohorts.

Participants will leave with practical tools, adaptable task designs, and a clearer understanding of how to align their teaching with contemporary research in language acquisition. This workshop is ideal for educators seeking to reimagine their practice and create classrooms where students learn to communicate with confidence, creativity, and cultural awareness.



Lucie Froidevaux

Biography

Lucie Froidevaux est chargée d'enseignement à l'Université de Melbourne, où elle enseigne dans le programme de français et d'études européennes. Elle coordonne les programmes de français pour grands débutants (French 1), de mentorat entre étudiants et de liaison avec les lycées. Son travail porte sur la didactique des langues, l'engagement étudiant et la transition entre enseignement secondaire et universitaire.

Presentation

Le français à UniMelb : un projet pilote de rapprochement entre l'université et les programmes de français au lycée

Cet atelier interactif présente un projet pilote développé à l'Université de Melbourne afin de renforcer les liens entre les programmes universitaires de français et les classes de lycée. Dans un contexte marqué par l'intelligence artificielle et la traduction automatique, les langues sont parfois perçues par les élèves comme moins directement « utiles ». Cette session explore comment les initiatives de liaison peuvent contribuer à repositionner le français comme une discipline développant des compétences transférables telles que l'esprit critique, les compétences interculturelles et la communication.

Nous présenterons notre approche actuelle, construite autour de l'idée que « le français à UniMelb, c'est plus qu'une langue ». Celle-ci comprend des interventions dans les écoles, des expériences sur le campus, des échanges de suivi ainsi qu'un programme d'ambassadeurs étudiants. Elle vise à mobiliser les élèves, les enseignants et les directions d'établissement, tout en favorisant des liens durables entre le secondaire et l'université.

Plutôt que de présenter un modèle figé, cette session ouvrira la discussion sur la manière dont les initiatives de liaison peuvent répondre aux besoins des programmes de français au lycée. Les participants prendront part à des discussions en petits groupes afin de partager défis et pratiques efficaces pour promouvoir le français et renforcer la collaboration entre enseignement secondaire et supérieur.

Lucie Froidevaux (presenting author)

Prof John Hajek (co-author)





Jane Marsden Helen Sarantopoulos

Biography

Jane Marsden BA (Hons) DipEd MA (Applied Linguistics)
Jane started her teaching career teaching English in Japan, and has since taught French, German and Italian across many schools in Sydney encompassing the government, selective, independent and Catholic sectors. She has supervised student practicum teachers, been a marker, senior marker and marker judge of the NSW HSC French exam, a member of the French HSC Exam Committee and an exam assessor. Jane has organised several overseas study tours for students and has been at the NSW School of Languages since 2019.

Helen Sarantopoulos BA DipEd JD
Accredited teacher of French, Italian, Japanese and a native speaker of Modern Greek, Helen has been teaching languages in NSW public schools since 1995, specialising in teaching French at the NSW School of Languages since 2016. A career break led Helen to London where she primarily taught French as a casual teacher in a range of socio- economically diverse high schools. During this period in her life, Helen also experienced employment outside of teaching which provided her with invaluable experiences that she was able to bring to the next phase of her teaching life. Helen has built on her skills at NSL by participating in HSC examination and marking of the French Beginners course.

Presentation

French Without Borders: Student Achievement in a Digital World
This session begins with an overview of the NSW School of Languages' role in delivering online language learning within the NSW Department of Education. We develop in-house courses for 13 languages using Canvas, with tailored content and assessments aligned with course outcomes. Examples such as our French-language Acknowledgement of Country video and Language Ambassadors program demonstrate how online learning can foster student independence, leadership and intercultural understanding through authentic, peer-led projects.
Building on this focus on student engagement and independence, the session will then explore individualised speaking lesson documents designed to support diverse proficiency levels and learning needs. These resources scaffold oral language development through structured, manageable activities, enabling teachers to monitor progress, provide targeted feedback and build confidence and fluency in both online and face-to-face settings.

The final section extends this approach to written language development through Focus Tasks. Drawing on language acquisition research and the Gianfranco Conti method, participants will explore how “chunking” language learning into smaller, manageable stages can guide students in developing different text types. By focusing on key language features and providing targeted practice, these tasks support greater accuracy, complexity and confidence in written expression.

Throughout the session, participants will see how structured, personalised approaches can support student independence and meaningful language learning. They will leave with practical strategies and adaptable ideas that can be applied across different schools, classrooms and learning environments.



Gaëlle Tregoning

Biography

Gaëlle Tregoning is an experienced French teacher, language educator and curriculum developer with more than 30 years of teaching and educational leadership experience in France and Australia.
She has taught French and German from primary to secondary level, including bilingual, HSC and International Baccalaureate programs. Her career includes leadership roles as Acting Head of Languages, Deputy Head of Languages and IB CAS Coordinator, as well as experience as an HSC French examiner and contributor to ACT language courses and curriculum frameworks.
Gaelle has also trained and mentored pre-service teachers and supported colleagues through professional development. Passionate about French language and culture, she has organised language and cultural tours and international exchanges.
After many years in secondary education, she recently embraced a new challenge at St Bede's Primary School. She is also the Treasurer of the Modern Language Teachers' Association (MLTA).

Presentation

French Beyond Textbooks and the Classroom
During her 30 years as a high school French teacher, Gaelle watched countless students master grammar rules, memorise vocabulary and achieve excellent examination results. Yet, many encountered the same challenge when speaking with native speakers: despite knowing the language, they struggled to participate naturally in real conversations. Their French was correct but often sounded as though it came straight from a textbook rather than everyday life.
This workshop explores the gap between the French taught in classrooms and the French people actually speak. Drawing on her experiences as both a teacher and language learner, she examines features of authentic spoken French that are often overlooked in traditional courses, including idiomatic expressions, filler words, slang, humour, cultural references and the rhythms of natural conversation.
Participants will discover why real-life French can seem so different from textbook French and how learners can bridge this gap without abandoning the grammatical foundations they have worked hard to develop. Through practical examples and authentic language, the workshop explores ways to build confidence, strengthen listening skills and communicate more naturally.
Whether participants are students, teachers or lifelong learners, the session offers insights and strategies to help them move beyond textbook French and engage more comfortably with the richness and reality of the French-speaking world.





Dr Patrick Kennedy Dr Nicholas Strole

Biography

Dr Patrick Kennedy is a Senior Tutor in French Studies at the University of Melbourne and is passionate about aligning his research in nineteenth-century French Literature with his teaching courses.

Dr Nicholas Strole is Lecturer in French Studies at the University of Melbourne. In addition to his primary research interests in French and francophone theatre, he enjoys implementing digital tools in his teaching to enhance students' learning.

Presentation

Translating Marcel Proust: (Un)Learning through Collaborative Digital Tools in the French Classroom

The Digital Humanities project *Corr-Proust: Digital Edition of Marcel Proust's Letters* publishes open-access editions of Proust's correspondence in French. To broaden its reach, the team has developed the *Corr-Proust Wiki*, a crowdsourced platform where students alongside scholars collaboratively translate his letters into English.

Drawing on socio-cultural approaches to second-language acquisition and translation pedagogy, this presentation offers insights into how students can unlearn the idea of "single-correct" notions of translation and instead propose and negotiate competing alternatives in both the classroom and on a public digital space. It focuses on how learners experience their role as co-translators and co-creators of knowledge, and how the visibility of their work online reconfigures traditional hierarchies between teacher, expert, and student.

Using qualitative data from classroom-based activities and follow-up student interviews, the paper explores how engagement with Proust's letters has prompted critical reflection on the idiosyncrasies of French–English translation, on early-twentieth-century French culture, and on the status of canonical authors in contemporary curricula. In doing so, it positions collaborative digital translation as a practical teaching strategy for fostering an active exchange of ideas in the FLE classroom as well as a more experimental relationship to "knowing" French in the age of new technologies and AI.



Lucie Froidevaux

Biography

Lucie Froidevaux est chargée d'enseignement à l'Université de Melbourne, où elle enseigne dans le programme de français et d'études européennes. Elle coordonne les programmes de français pour grands débutants (French 1), de mentorat entre étudiants et de liaison avec les lycées. Son travail porte sur la didactique des langues, l'engagement étudiant et la transition entre enseignement secondaire et universitaire.

Presentation

Entre attentes et expériences : étude comparative auprès d'étudiants grands débutants en français à l'université

Dans un contexte où la rétention des étudiants en langues débutantes constitue un enjeu important dans l'enseignement supérieur, cette communication examine l'évolution des représentations du français au cours du premier semestre universitaire, en lien avec le thème **« (un)Knowing and (un)Learning ».**

L'étude analyse les attentes et expériences d'étudiants grands débutants en français (French 1), en comparant leurs perceptions au début et à la fin du semestre. Les données reposent sur deux questionnaires anonymes administrés à la même cohorte sur deux années consécutives (2025 : n=75 ; 2026 : n=135), combinant statistiques descriptives et analyse thématique des réponses ouvertes.

Les résultats montrent que les étudiants arrivent avec des attentes relativement réalistes quant aux difficultés du français. Après un semestre, ces difficultés restent présentes mais sont perçues comme plus gérables. La grammaire apparaît à la fois comme un obstacle et un outil d'apprentissage, tandis que les représentations culturelles évoluent vers des perceptions plus nuancées.

Ces résultats soulignent l'importance des premières semaines dans la construction de la confiance, de la motivation et de l'image de soi comme apprenant. Les implications pédagogiques porteront sur les conditions favorisant un engagement durable dans l'apprentissage du français à l'université.

Lucie Froidevaux (presenting author)
Dr Diane de Saint Léger (co-author)



Cathy Galligan

Biography

Cathy Galligan is a teacher with 20+ years' experience in urban, regional, remote, bi-lingual and international schools. Having taught all grades from Pre-prep to year 12 in classrooms, sports fields, camps, music rooms, town halls, via conference call and even under a coconut tree on one memorable occasion (the classroom flooded!), her philosophy is shaped by seeing first-hand the joy and benefits all children, no matter their circumstances, can gain from a quality education. Cathy's career has been shaped by constant movement and an enthusiasm for taking on any new experience that comes her way. Upon returning to Australia, Cathy took up a post as a French Language teacher in QLD primary schools. Her 15-year journey as a primary specialist language teacher has been one of intense learning, highlighted by travel and study in France, Japan and New Caledonia. Her current adventure is studying Japanese at Griffith University. She plans to complete a diploma of Japanese Language in 2028.

Cathy is an active member of the Language Teachers of Queensland Gold Coast Branch. She, having recently stepped aside from her long-term role as the PD Officer, took up the new challenge of Social Media and Promotions in 2026.

Presentation

Applying Explicit Teaching principles in the Languages Classroom:

I have worked in a school with a close relationship with Anita Archer for many years. My presentation will cover the difference between explicit and direct instruction, the key elements of explicit instruction, how it can benefit students and teachers in raising expectations, increasing engagement and setting students up for success.

Having been a part of a school-based Explicit Teaching Professional Learning Community in Semester 1 this year, this presentation is a reflection on my learning and how it has contributed to and benefited my teaching practice.
I will present real-life examples of success (and failure!) and instances where differentiation was possible or necessary. I will demonstrate several of the principles which I found most useful in fostering student engagement and building a classroom culture driven by a sense of capability.



Simon McGinley

Biography

Simon McGinley is the National French Adviser in New Zealand. He supports teachers of French throughout the country and collaborates with a range of organisations to improve opportunities and outcomes for teachers and their students. Prior to working in professional development, Simon was a French and Spanish teacher, having taught in New Zealand and the UK.

Presentation

Shared Histories: Bringing France and the Local Context into the French Classroom
How can we help students see French not just as a distant European language, but as a bridge to our own backyards? This presentation explores two historical case studies from the South Pacific that demonstrate how “shared histories” can deepen intercultural understanding and bring authentic purpose to language learning.

The first focuses on Suzanne Aubert, the French missionary, educator, and social reformer who immigrated to New Zealand in the late nineteenth century. Through her extensive work alongside Māori communities and her commitment to social justice, this provides a practical model for exploring language and identity, colonial-indigenous relationships, and social change. It offers Australian teachers a blueprint for looking at French history through a localized, Southern Hemisphere lens.

The second examines the liberation of the French town of Le Quesnoy at the end of the First World War and the deep, century-long bond that remains. Grounded in the shared ANZAC experience on the Western Front, this story provides opportunities to explore remembrance, shared heritage, and contemporary international connections that resonate strongly across the Tasman.

Despite telling stories from a New Zealand context, this presentation focuses on transferable approaches and ready-to-use resources. Attendees will walk away with a practical framework for unearthing shared histories relevant to their own area, enriching language learning, and strengthening students' intercultural competence.



Dr Carolyn Stott

Biography

Dr Carolyn Stott is President of FATFA, and Associate Professor and Chair of French and Francophone Studies in the School of Languages and Cultures at the University of Sydney. Carolyn's research currently focuses on languages pedagogy, particularly in relation to GenAI and its incorporation into classroom practice, as well as its implications for teaching and learning.

Presentation

The Use of custom chatbots powered by GenAI in and beyond the French classroom to facilitate effective student learning

Since Gen AI's public outing in November 2022, universities have transitioned from prohibition of AI use to at least partial integration in most curricula. Debate over the benefits and challenges associated with this fast-growing technology is ongoing (Kohnke et al., 2023).
If we accept that Gen AI is here to stay, then the HE sector needs to adapt (Bruff, 2025; Auh, 2025), in order to remain relevant. Students use GenAI on a daily basis, and they will need to use it in their future careers. It is therefore our responsibility to guide them to use AI ethically, responsibly and efficiently. Creating custom chatbots is one way to incorporate GenAI into our teaching and our students' learning (Kuhail et al., 2023). Chatbots can be steered with instructions and subject-specific information. The case study presented here demonstrates how custom chatbots can be incorporated into teaching and learning in the FLE classroom to improve students' writing and editing skills. A six-step process is outlined in which students write drafts without GenAI, then with, critically reflecting on their own output along the way and on that of the chatbot.
In a world rapidly heading inevitably towards GenAI saturation, we must approach our teaching and our students' learning with an agility reminiscent of COVID times, whilst keeping in mind the objectives of HE that have not changed: to prepare our students, the decision-makers of the future, for life beyond university.





Dr Solène Inceoglu **Dr Julia Gorham**

Biography

Dr Solène Inceoglu (Senior Lecturer, Australian National University) is an applied linguist focusing on second language (L2) speech perception and production, teaching and learning of L2 pronunciation, speech technologies, AI, individual differences in L2 speech perception and production, and gesture in language teaching/learning.

Dr Julia Gorham (Associate Lecturer, Australian National University) is an applied linguist focusing on second language (L2) pedagogy, teaching methods, AI, multimodal language teaching/learning, gesture, language program evaluation, curriculum development, and social justice in language teaching.

Presentation

Getting Started with AI for French Language Teaching/Learning: Opportunities, Challenges and Practical Techniques

This two-part, interactive workshop is intended for teachers of French across all educational levels and contexts who wish to explore how generative AI can be used in classroom teaching and assessment. It is suitable for those with and without previous AI experience. The first part of the workshop will address the challenges of AI as it pertains to assessment. Participants will explore the ways in which students may use AI unethically and how the risk of this use varies across assessment types. They will then explore ways in which assessment tasks may be modified, adapted or re-envisioned to mitigate these risks while still upholding target learning outcomes.

The second part of the workshop will examine the affordances of chatbots such as ChatGPT for French language teaching/learning. Together, participants will consider concrete ways to integrate chatbot activities into classroom practice while also reflecting critically on their limitations and responsible use. Through research-based examples, participants will explore how these tools can support learners' speaking and listening practice, reduce language anxiety through low-stakes interaction, and create new opportunities for individualised feedback. Suggestions of ways to incorporate chatbots to support learning of pronunciation and grammar topics specific to the French language will also be provided.

[Note: Participants should bring a laptop, tablet, or smartphone capable of accessing ChatGPT or another chatbot of their choice to fully participate in this workshop].**Workshop (60 mins)**



Myriam Davies

Biography

Myriam Davies is a French language educator with over 25 years of experience teaching French across Australia. A native French speaker, she has taught in Victoria, South Australia, New South Wales and the Australian Capital Territory, working across a wide range of educational settings including primary and secondary schools, after-school programs, TAFE, universities and Alliances Françaises.

Myriam is currently the French teacher at Aranda Primary School in the ACT, where she has developed extensive experience in primary language education and the implementation of the DELF Prim program. She is also the French Section Coordinator for the Modern Language Teachers' Association of the ACT (MLTA ACT).

Beyond her classroom teaching, Myriam has been actively involved in supporting and promoting language education across the ACT. She previously served as the French Teachers Network Leader for the ACT Department of Education and was Vice-President of MLTA ACT for eight years.

Passionate about language education, Myriam is particularly interested in innovative approaches to language teaching, comprehensible input, and the ways in which AI can enhance teaching and learning. She is committed to sharing ideas, fostering collaboration and supporting the continued development of language education in Australia.

Presentation

DELF in Primary schools? Yes you can!

The purpose of this proposal is to showcase the successful implementation of the DELF Prim course at my primary school, in collaboration with the Alliance Française of Canberra. For the past decade, I have administered the DELF Prim course at my school, achieving consistently high success rates among participating students. Our experience demonstrates that the DELF Prim program can be successfully implemented in a primary school setting and can provide students with a valuable opportunity to develop and certify their French language skills from an early age.

I will present our program, our approach and the outcomes achieved, with the aim of sharing our experience and encouraging greater collaboration and knowledge-sharing among educators involved in primary language education.

The objectives of the presentation are :

- To showcase the successful implementation of the DELF Prim course in a primary school context.
- To share our approach, experiences and outcomes with other educators.
- To promote collaboration and knowledge-sharing around the teaching, learning and assessment of languages at the primary level.



Christine Tolefe

Biography

Christine Tolefe is a secondary French educator, curriculum specialist, and educational author with extensive experience in senior secondary assessment and examination development. A former President of the Teachers of French Association (TOFA), she has played an active leadership role within the French teaching community. She is the recipient of the Outstanding Professional Service Award (Professional Teaching Council of Western Australia, 2014) and the Marie Louise Laurent Award (2016), recognising her contribution to French language education. She is the founder of Érudits, an educational initiative dedicated to developing curriculum-aligned French teaching resources and examination papers for secondary educators. She is the creator of the CERCLE™ Method, a culture-driven pedagogical framework designed to integrate structured progression, cultural engagement, and expressive confidence in secondary French classrooms.

Presentation

Reframing What We Know: A Culture-Driven Cyclical Model for Secondary French Classrooms

In secondary French classrooms, teachers often navigate competing priorities: structural progression, communicative fluency, cultural integration, and assessment requirements. Grammar sequencing frequently serves as the organising principle, yet this raises important questions about what it truly means to “know” a language.

This workshop introduces the CERCLE™ Method, a culture-driven, cyclical pedagogical framework designed for secondary French classrooms. The model repositions Francophone culture as the starting point of language learning and guides students through six structured phases: Culture, Écoute, Répétition, Construction, Langue, and Expression. Listening is scaffolded before production; repetition consolidates automaticity; construction builds ownership; interaction develops voice; and expression culminates in audience-facing communication.

Grounded in research from second language acquisition, cognitive load theory, and sociocultural perspectives, the framework seeks to integrate rigour with expressive agency. The session will include short interactive demonstrations, analysis of a sample unit arc, and reflective discussion on how cyclical planning may reshape curriculum design and classroom practice in secondary French contexts.



Adelie Badman

Biography

Adelie Badman is an experienced educator including 15 years of Secondary French teaching, encompassing Independent, as well as Catholic and Government schools in NSW. Currently she is Head of Languages in an Independent school in Sydney, teaching French from Years 7 to 12 Extension.

With demonstrated experience presenting at international conferences and running workshops for staff, Adelie brings a modern and dynamic element. In particular, she focuses on an inclusive classroom that also supports less-academic students by giving all a voice. Ian Bruce's research* does just that.

Alongside her teaching career, Adelie volunteers as an adjudicator for the Tournament of the Minds competition at Regional, State and International levels.

*Ian Bruce is a researcher studying for a Doctorate in Education at the Institute of Education, University College London. His area of interest is helping teachers and students liberate the hidden knowledge generation skills of all classroom members.

Presentation

Groupwork – How to ensure learning is effective

Ian Bruce's research provides persuasive evidence that equality and mutuality generates higher levels of on-task classroom talk in groups. Increased levels of classroom talk provide enhanced student learning.

This new learning style feeds into students' desire to interact. It encourages teamwork and real-life learning methodologies. The teacher takes the roll of an Influencer (one-way didactic input) until the students give their opinions in groups (two-way).
Making contributions to their learning creates a love for the subject.
The style - which will be demonstrated during a workshop - sets the tone for equality and mutuality of approach, rather than ability and skills. Therefore, all students are able to participate on a level playing field. The focus is on a specific set-up for all group work activities, not the language content. Hence it is valid for all classrooms.
This is the opposite of social media, which does not allow participants to back-up their comments so that intended messages are received.

Throughout the workshop I will discuss:
Optimum group size, a focus on diverse answers (therefore mixing with students who may

not be ‘playground friends’ is beneficial), all members of the group engaging.
The main outcome - Exciting anecdotes that students remember creating and repeat at home and in the playground.
How equality and mutuality creates enjoyable learning through an effective method of discussion.

Participants will see how psychological safety raises the threshold for introverts and others to speak when they wouldn’t have in the past.



Ariane Naliupis

Biography

Ariane Naliupis est doctorante à l'École Doctorale du Pacifique (Université de la Nouvelle-Calédonie) et formatrice en enseignement des langues et en sciences de l'éducation à l'École Supérieure du Professorat et de l'Éducation de l'Université nationale de Vanuatu. Ses recherches portent sur la mise en circulation des savoirs entre école, famille et communauté dans les contextes plurilingues du Vanuatu, avec un intérêt particulier pour les approches (dé)coloniales, (océano)centrées et contextualisées de l'éducation et de l'enseignement du français.

Presentation

(Dé)construire les paradigmes eurocentriques de l'enseignement du français : vers une approche océanocentrée de la mise en circulation des savoirs au Vanuatu

Dans les contextes plurilingues et pluriculturels du Vanuatu, l'enseignement du français demeure marqué par des paradigmes éducatifs eurocentriques, notamment à travers la priorité accordée à la grammaire, à la standardisation linguistique et à des conceptions exogènes du savoir. Cette communication propose de « (dé)construire » ces paradigmes afin de (re)penser l'apprentissage du français à partir de perspectives océaniennes.

S'appuyant sur une recherche doctorale en cours sur la circulation des savoirs entre école, famille et communauté au Vanuatu, elle explore les relations entre langue, identité, savoirs locaux et apprentissage dans une perspective (dé)coloniale et (océan)centrée.

L'objectif est de montrer que les savoirs familiaux, communautaires et agricoles ne constituent pas seulement des éléments culturels à intégrer aux cours de français, mais peuvent devenir des **fondements pédagogiques légitimes** permettant de repenser la manière même dont le français est enseigné et appris. Cette approche océanocentrée ouvre ainsi la voie à des pédagogies plus contextualisées, relationnelles et inclusives dans les espaces éducatifs du Pacifique.



Sarah Zaglia

Biography

Sarah Zaglia is a native French teacher working in a private Catholic school in South Australia and a DELF-accredited examiner. Before moving into the school sector, she spent seven years at Alliance Française of Adelaide, supporting students and teachers with DELF preparation and examiner training.

Passionate about communicative and confidence-building language learning, Sarah is committed to making the DELF accessible, engaging and enriching for learners of all levels, including those encountering it for the first time.

Sarah has also been a member of the SAFTA committee for several years and currently represents SAFTA within FAFTA. She will be presenting a shorter version of this workshop at the SAFTA annual conference this year and is delighted to have the opportunity to share it with the wider FAFTA community.

Presentation

Empowering French Learners Through DELF at school.

The DELF (Diplôme d'Études en Langue Française) offers students an internationally recognised certification that aligns closely with the communicative, task-based philosophy of the IB French exam. Like the IB, the DELF assesses real-world language use through authentic tasks, and its tiered structure (A1–B2) provides multiple formats that allow learners—from age seven through senior secondary—to progress through clearly defined proficiency levels. Despite its value, many teachers are still unfamiliar with the DELF and unsure of how it can complement their existing programs.

Because DELF tasks mirror the IB's communicative approach, preparing students for the certification does not require creating an additional program. Instead, DELF-aligned activities naturally reinforce what teachers already do in the classroom. An added advantage is that students are assessed by trained examiners from the Alliance Française, offering authentic oral-exam practice and a motivating external evaluation experience.

This workshop is designed for teachers with little or no prior experience with the DELF and aims to show how accessible, practical, and beneficial it can be for a wide range of students. Participants will leave with ready-to-use resources, implementation ideas, and a clearer understanding of how DELF can enrich existing programs.



Kathleen Esser

Biography

Kathleen Esser is currently working at St Aloysius College in Sydney, as the Head of Languages. She previously worked in Melbourne where she taught the VCE and IB, teaching both French and English. She has spent several years expanding her knowledge and expertise on the need for teachers to embrace the need to become coaches of the next generation, to ensure succession planning in the profession.

Presentation

Teacher Wellbeing & Renewal

This workshop invites teachers to pause, reflect, and reconnect with their professional purpose. Participants will explore their motivations for teaching, the beliefs shaping their professional identity, and the personal and structural barriers that may be limiting their growth.
It is primarily designed for teachers who are new to the profession and for teachers who are interested to rediscover their purpose in their current role, irrespective of their area of expertise.

The workshop will have a coaching focus where participants will be asked to reflect on the following areas?
a. Are you at 'cause' or at 'effect'?
b. Where do your beliefs come from?
c. Which needs are highest on your list?
d. What are you afraid of?
e. What's your plan to become a better version of your current self?

Towards the end of the workshop, participants will be given examples of sets of habits they can put into place to address the area they choose to focus on. Participants will be given time at the end of the session to think about and design their own sets of habits that will be spur on the change they would like to implement in their professional life.
Presentation: workshop of 50 mins



Jasmine Sotiroulis

Biography

Jasmine Sotiroulis is a dedicated language educator with over 25 years of experience teaching French, Spanish, and Greek in regional South Australia. Awarded FATFA French Teacher of the Year 2024, she is passionate about creating engaging and inclusive learning environments. As President of the South Australian French Teachers Association (SAFTA), Jasmine advocates for language educators and supports professional development. She has expertise in curriculum development, SACE programs, and teaching combined year-level classes, and continues to inspire both students and colleagues with her commitment to language education and cultural understanding.

Presentation

This Mastering the Mix: Effective Strategies for Teaching Combined Year Level French classes

As more language teachers are faced with the challenge of teaching combined-level language classes, it is essential to find effective strategies to meet the diverse needs of students. In this presentation, I will explore the complexities and challenges that come with teaching students at different levels in the same classroom. Drawing on my experience, I will propose a range of practical strategies for programming and teaching mixed-level language classes, ensuring that all students are appropriately challenged and supported.
We will explore differentiated instruction, the use of varied resources, and techniques to foster an inclusive and engaging classroom environment.
I will provide examples of how to adapt lesson plans, activities, and assessments for different proficiency levels, while maintaining a cohesive learning experience for the entire class.
Additionally, I will discuss the importance of creating flexible learning pathways and leveraging peer support to encourage collaboration and growth among students. By the end of the session, participants will leave with a toolkit of strategies to implement in their own classrooms, empowering them to successfully navigate the challenges of teaching combined-level language classes while ensuring student success and engagement across all levels.



Christian Ollivier
KEYNOTE PRESENTER

Biography

Christian Ollivier is a Professor of Language Sciences and Language Education at the University of Réunion and a Senior Member of the Institut Universitaire de France (2026 cohort).
His research focuses on approaches to language education, plurilingualism and plurilingual education, task-based learning, and the critical use of digital technologies.
He has coordinated and is currently coordinating several projects in these areas, including a project exploring the critical use of generative AI in language teaching and learning: CLEVER-AI (https://www.clever-ai.info/).
Professional website: http://www.christianollivier.eu

KEYNOTE PRESENTATION

AI Critical Literacy and Language Teaching and Learning – Towards the Critical Use of Generative AI to Strengthen Learners' Autonomy and Language Skills

The development of digital tools and resources, particularly generative artificial intelligence (AI), is prompting us to rethink the concept of language competence and to consider how these technologies can be used to help learners improve their French while becoming competent and autonomous users of the language.
After outlining various purposes for using generative AI to promote learner autonomy, develop the ability to act effectively in real-life language situations, and strengthen linguistic and plurilingual competencies, we will suggest some practical approaches to the critical use of generative AI in language teaching and learning.
These approaches will be explored further in the workshop accompanying this presentation.



Jérôme Degrave

Biography

Currently proviseur at the Lycée Franco-Australien (Telopea Park School), **Jérôme Degrave** was previously deputy proviseur at the Lycée Bonaparte in Qatar, and earlier, in a school in France. Prior to those postings, he was a teacher of English language in many foreign countries. Also, he published a book called *The Economics and Politics of Louisiana's Latest French Renaissance* in 2013.

Presentation

Le français pour les grands débutants (le niveau A1.1 ou A1 du CECR)

This workshop will focus on the level A1 from the European Framework for languages (full beginner), because it is the level of most pupils in French classes in Australia, while being the most challenging to teach. Therefore, it will focus on teaching techniques and compare the Australian curriculum and the European Framework for languages, so teachers can think about their practice. Jérôme will present relevant teaching techniques, activities and resources for teachers of French who face A1 level pupils.



Clémence Semmler

Biography

Clemence Semmler finds teaching French, her mother tongue, and sharing French culture genuinely rewarding — most of the time, anyway! She is an experienced French teacher with a broad range of teaching experience, including immersion and Middle School mainstream classes, SACE, and the IB Diploma Programme French B at both Standard and Higher Levels.
Beyond the classroom, Clemence is a team leader and examiner for both the IB and SACE. She is also Vice-President of SAFTA, where she is committed to building meaningful support networks and strengthening professional connections among French teachers.

Presentation

From Middle to Senior Years: addressing student retention in French

While the cognitive, cultural and educational benefits of language learning are well established, student retention remains one of the greatest challenges facing French education in Australia. In 2021, only 8.6% of Australian Year 12 students studied a language other than English, with participation in French continuing to decline. Attrition is influenced by a complex range of factors, including timetabling, competition with other subjects, discontinuity between primary and secondary schooling, resourcing and staffing challenges, and students' confidence, motivation and perceptions of relevance.
This panel will move beyond identifying the problem to explore practical strategies that are working in schools and classrooms. Bringing together teachers and educational leaders from primary, secondary and regional contexts, the discussion will examine where and why students disengage, what can sustain enthusiasm through the middle years, and how French can be positioned as a relevant and valuable choice alongside an increasingly crowded curriculum.
Panellists will share diverse perspectives on maintaining enrolments, engaging students and families, strengthening continuity across schooling, and advocating for languages with school leadership. The panel may also consider pathways beyond Year 12 and how these can influence students' decisions to continue French. Through practical examples and open discussion, the session aims to generate ideas, share successful approaches and identify opportunities for collective action to strengthen the future of French learning in Australia.



Christian Ollivier

Biography

Christian Ollivier is a Professor of Language Sciences and Language Education at the University of Réunion and a Senior Member of the Institut Universitaire de France (2026 cohort).
His research focuses on approaches to language education, plurilingualism and plurilingual education, task-based learning, and the critical use of digital technologies.
He has coordinated and is currently coordinating several projects in these areas, including a project exploring the critical use of generative AI in language teaching and learning: CLEVER-AI (https://www.clever-ai.info/).
Professional website: http://www.christianollivier.eu

Presentation

Littératie critique de l'IA et enseignement-apprentissage des langues - Pistes pratiques pour un usage critique de l'IA générative pour plus d'autonomie et de compétences en langues

Sur la base de ce qui aura été évoqué dans la conférence, nous aborderons des exemples concrets d'utilisation de l'IA générative pour développer des compétences d'action en langue et travailler sur les compétences langagières et plurilingues tout en visant la promotion d'une littératie critique de l'IA.



Belinda Roberts

Biography

Belinda Roberts is a primary school French teacher with 30 years of experience in both public and private schools. She has been a volunteer on the SAFTA committee for several years, where she is involved in organising learning activities for students and teachers.
She is a passionate educator who strives to instill the same love of language learning in her students that she continues to
experience. Having studied in France as a young teacher and returning in 2024, her continued French experiences allow her to develop new ways of engaging her students both inside and outside of the classroom. In her current role, she designed and implemented a primary French program from its inception, which is highly valued in her school and in the community.

Presentation

Innovation and the importance of collaborative teaching in the primary school language setting
Collaboration between primary school language and classroom teachers strengthens language learning across the curriculum and demonstrates that languages are not an isolated subject. Working together allows teachers to share ideas and create meaningful learning experiences.
This conference paper proposal explores a junior primary unit on travelling and what is needed for a journey. The unit involves classroom teachers, support staff and the French teacher, culminating in a mock journey to Paris.
Students explore:

- Why people travel and what is needed for a journey
- Famous Paris monuments
- Different types of transport
- French vocabulary for travelling
- The value of communicating in another language
- How to pack for a journey

For the mock journey, students bring a packed suitcase to school and communicate only in French. Teachers and older students take on roles such as pilots, air stewards, passport controllers, tour guides, café staff and post office workers.
The unit highlights the value of collaboration while providing students with an engaging and authentic language-learning experience.



Catherine de Vos

Biography

Catherine de Vos is a Languages Leader of Learning at Brigidine College with over 20 years of experience in secondary education. She holds a Master of Education from the University of Geneva, specialising in mixed methods research and educational reform.
Her work focuses on applying the science of learning to language teaching, particularly self-regulated learning, retrieval practice and explicit instruction. Her current research explores the purposeful integration of AI to support student learning and feedback processes.

Presentation

(Un)learning AI: Self-Regulated Learning, Feedback and Student Agency in the Language Classroom

As generative AI becomes increasingly embedded in education, teachers are being challenged to reconsider assumptions about feedback, expertise and learning. This action research project began with a practical question: could a teacher-designed AI feedback agent strengthen self-regulated learning (SRL) in a Year 11 French classroom? What emerged, however, was a more complex story about student agency, participation and the need to unlearn assumptions about the role of AI in learning.
Across one school term, students engaged in a structured cycle of drafting, AI-supported feedback, revision, reflection and goal setting. Using survey data, student reflections and teacher observations, the study examined engagement with AI-mediated feedback and the factors shaping it. Findings suggest that the benefits of AI-supported feedback were unevenly distributed across the cohort. Students who engaged consistently in cycles of revision, reflection and goal setting reported the greatest benefits, while some chose not to engage with AI because of ethical concerns, distrust of AI-generated feedback or a preference for teacher feedback.
These findings suggest learner agency and engagement with self-regulated learning were more significant than the technology itself.
Rather than asking what students can learn from AI, this study asks what assumptions about feedback, expertise and learning need to be unlearned in AI-rich classrooms. It argues that the challenge for educators is not simply how to introduce AI, but how to integrate it purposefully within learning environments that sustain student agency, reflection and self-regulation. In this context, SRL may be a more important determinant of meaningful learning than AI itself.



Yvette Slaughter
KEYNOTE PRESENTER

Biography

Yvette Slaughter is Professor in Languages Education at the University of Melbourne. Her research focuses on theoretical and pedagogical innovations for languages education as well as the integration of heteroglossic perspectives into education more broadly. Her work seeks to problematise and challenge monolingual-centric assumptions that underpin curriculum, pedagogy and assessment in education and work towards pedagogical and curriculum innovations that position students' linguistic and cultural resources as an asset for learning.

KEYNOTE PRESENTATION

Plurilingual realities, monolingual systems: Rethinking plurilingualism in Oceania's classrooms.

This keynote draws on research across Oceania to rethink plurilingualism in language education. Moving beyond understandings of plurilingualism as an individual competence, in this presentation, Prof. Slaughter argues that plurilingualism is best understood as historically produced, socially mediated, and deeply entangled with questions of power, identity and access. Across diverse settings, including Pacific Island nations, settler-colonial societies, and diasporic communities, plurilingual practices are longstanding, yet education systems continue to privilege monolingual and standardised language norms. This creates tensions between learners' lived linguistic repertoires and classroom expectations.

Drawing on examples from plurilingual Oceania, where English or French often serve as the dominate language, this keynote explores how teachers navigate these tensions as well as pedagogical possibilities for more inclusive, relational and context-responsive approaches. It argues for a critical, decolonising perspective on plurilingualism—one that centres local epistemologies, supports linguistic diversity, and repositions learners' repertoires as resources for meaning-making.



Prudence Roveta

Biography

Prudence Roveta is a French teacher in a middle school in the ACT, with experience teaching French from Kindergarten to Year 8 across government, Catholic and independent school settings since 2011. Originally trained as a primary school teacher, Prudence transitioned into full-time language teaching, driven by her passion for language learning and with a commitment to recognising and valuing the cultural and linguistic backgrounds of her students.

Prudence holds a Bachelor of Education from Australian Catholic University (ACU) and a Diploma of French Studies from the Australian National University (ANU). She is currently the Executive Secretary of the Modern Language Teachers' Association of the ACT (MLTA-ACT), having served in various roles, including five years as Executive President. She also co-represents the French section of MLTA-ACT and serves on the committee of the Federation of Associations of Teachers of French in Australia (FATFA).

Presentation

Les Profs en immersion en Polynésie française

What happens when French teachers step out of the classroom and immerse themselves in the vibrant cultures of the Pacific? In this presentation, Prudence shares her experience of an immersion trip to French Polynesia with a group of Australian French teachers, organised by FATFA and partly subsidised by the Embassy of France.

Discover the journey's highlights, from studying at the University of French Polynesia and visiting local schools to exploring tourist attractions and participating in cultural events. Prudence will reflect on how this experience has enriched her understanding of the Francophone world and influenced the design of authentic, culturally meaningful learning opportunities in her school's French program.

Driven by a desire to explore Francophone cultures beyond France, Prudence will also share reflections from a Pacific perspective, drawing comparisons with her experiences in New Caledonia, Switzerland, Belgium and France. Join her to discover how immersion, cultural encounters and new perspectives can inspire both teachers and learners of French.



Sophie Lerat

Biography

Sophie Lerat est franco-australienne, et elle a enseigné dans différents systèmes de la maternelle à l'université. Elle travaille à Canberra Grammar School en tant que professeure de français depuis 2012, où elle dirige le Département d'acquisition des langues depuis 2024.

Presentation

Les langues pour tous : concilier excellence et inclusion dans un programme de langues.
Comment préserver l'excellence tout en garantissant l'accès de tous les élèves à l'apprentissage des langues ?
Cette présentation retrace le parcours de notre département au cours des dernières années, alors que l'étude des langues est passée du statut de matière optionnelle à celui de discipline obligatoire dans le contexte d'un établissement indépendant engagé dans une vision d'excellence inclusive.
Réussites, défis et ajustements, je partagerai les différentes stratégies que nous avons mises en place pour répondre à la diversité croissante des profils d'apprenants tout en maintenant des attentes académiques élevées.
Cette réflexion s'appuiera sur plusieurs cadres théoriques, notamment la théorie de l'autodétermination, les stratégies d'apprentissage autorégulé et les principes de l'évaluation formative.



Pauline Dinet

Biography

Pauline Dinet is an experienced DELF examiner, since she previously worked at the Alliance Française de Kampala (Uganda) as the Head of courses. Today, as the education officer at the French Embassy in Canberra, she is in charge of the national coordination of the DELF in Australia.

Presentation

Presentation de ressources institutionelles

This presentation aims at getting teachers acquainted – or reacquainted – with French tools and websites that are free to use and that Australian teachers can use in class. Some of them are teaching tools, some are sources of authentical documents (documents that are not meant for teaching purposes but rather dedicated to a consumption of French people). Those documents are of all sorts : text, audio, video, and for all levels. Also, resources for the promotion and practice of the DELF diploma, as well as free opportunities of subscription to the tool *Les Zexperts du FLE* will be presented.



Cathy Galligan

Biography

Cathy Galligan is a teacher with 20+ years' experience in urban, regional, remote, bi-lingual and international schools. Having taught all grades from Pre-prep to year 12 in classrooms, sports fields, camps, music rooms, town halls, via conference call and even under a coconut tree on one memorable occasion (the classroom flooded!), her philosophy is shaped by seeing first-hand the joy and benefits all children, no matter their circumstances, can gain from a quality education. Cathy's career has been shaped by constant movement and an enthusiasm for taking on any new experience that comes her way. Upon returning to Australia, Cathy took up a post as a French Language teacher in QLD primary schools. Her 15-year journey as a primary specialist language teacher has been one of intense learning, highlighted by travel and study in France, Japan and New Caledonia. Her current adventure is studying Japanese at Griffith University. She plans to complete a diploma of Japanese Language in 2028.

Cathy is an active member of the Language Teachers of Queensland Gold Coast Branch. She, having recently stepped aside from her long-term role as the PD Officer, took up the new challenge of Social Media and Promotions in 2026.

Presentation

Inclusion in the Languages Classroom:

Many teachers struggle with the link and differences between inclusive practice and behaviour management. In this presentation, I cover the key differences between inclusion and differentiation, and why both are important in fostering a classroom culture which is safe and grows students' sense of belonging.

I demonstrate how simple ideas and techniques I have used in a Primary French setting have helped build a sense of belonging for all students, and in turn, increased student engagement in French. It is my hope that by fostering an inclusive classroom culture, Language Teachers can reduce their stress and behaviour management incidence rates, whilst also creating valuable learning opportunities for all their students.

The presentation will reference Extensive Processing Instruction (including the use of sentence builders), Explicit Instruction, Play is the Way and Accelerated Integrate Method practices and resources.

The session includes discussions and Q&A for an exchange of ideas and practice amongst experienced colleagues.



Christian Ollivier

Biography

Christian Ollivier is a Professor of Language Sciences and Language Education at the University of Réunion and a Senior Member of the Institut Universitaire de France (2026 cohort).
His research focuses on approaches to language education, plurilingualism and plurilingual education, task-based learning, and the critical use of digital technologies.
He has coordinated and is currently coordinating several projects in these areas, including a project exploring the critical use of generative AI in language teaching and learning: CLEVER-AI (https://www.clever-ai.info/).
Professional website: http://www.christianollivier.eu

Presentation (Repeat)

Littératie critique de l'IA et enseignement-apprentissage des langues - Pistes pratiques pour un usage critique de l'IA générative pour plus d'autonomie et de compétences en langues

Sur la base de ce qui aura été évoqué dans la conférence, nous aborderons des exemples concrets d'utilisation de l'IA générative pour développer des compétences d'action en langue et travailler sur les compétences langagières et plurilingues tout en visant la promotion d'une littératie critique de l'IA.



Jacques Bernard et Anne Mangeant

Biography

Jacques Bernard est arrivé en Australie en 2003. il s'est lancé un défi en ouvrant une librairie entièrement francophone à Fremantle en Australie Occidentale.
Anne Mangeant a enseigné pendant 12 ans le français en Angleterre avant de s'établir en 2000 à Sydney. Elle représente la presse éducative Bayard Jeunesse depuis 2003.
En 2014, ils créent le projet de la librairie itinérante et partent à la rencontre de leurs lecteurs à bord du Van du Livre.

Presentation

Depuis douze ans, Anne et Jacques, dans le Van du Livre, sillonnent l'Australie pour aller à la rencontre des francophones et des francophiles, avec une ambition constante : promouvoir la culture et la langue françaises.

Leurs passages réguliers dans les écoles montrent que le livre et le magazine ont encore un avenir et cela est rassurant. Le CNL - Centre National du Livre - dans une étude réalisée par Ipsos/BVA, et publiée le 14 avril 2026 souligne que malgré un nombre de jeunes lecteurs globalement stable, le décrochage à l'adolescence reste important et la qualité de lecture est affaiblie.

Dans La GRANDE Histoire du Van du Livre, publiée en mai 2026, les anecdotes ne manquent pas et ils en partageront quelques-unes avec vous.





Francesco Colonna Romano Pauline Dinet

Biography

Francesco Colonna Romano was a student and a teacher in French schools abroad, he worked for the AEFE (Agence pour l'Enseignement Français à l'Étranger) before becoming a teaching inspector for secondary schools in the region of Bordeaux. For the past three years, he has been an Attaché for education and French language at the French Embassy in Canberra.

Pauline Dinet is an experienced DELF examiner, since she previously worked at the Alliance Française de Kampala (Uganda) as the Head of courses. Today, as the education officer at the French Embassy in Canberra, she is in charge of the national coordination of the DELF in Australia.

Presentation

How the French Embassy can support French Teachers in Australia

The Embassy of France supports the teaching of French and in French in Australia through the networks of Alliances Françaises, of French-Australian bilingual schools and the associations of teachers of French.
In conjunction with the FATFA and Departments of Education, it relays resources and actions of from its institutional partners, facilitates exchanges and twinning with France, supports pedagogical projects and contributes to the organization of professional training courses in French language and its didactics.
This workshop will provide an opportunity to present what the embassy can offer to French teachers, but also to better understand their needs and wishes, so that we can adapt our offer and co-construct projects.