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MAKING CONNECTIONS THROUGH LANGUAGES

LANGUAGES
VICTORIA

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FROM THE PRESIDENT

Andrew Morabito, MLTAV President

Dear members,

Welcome to a new edition of Languages Victoria. I offer my heartfelt thanks to the Publications sub-committee for editing and producing this publication of high quality and thought-provoking articles in Languages education.

As you would know our Office Manager Kerry O'Connor concluded her time with us earlier this year. On behalf of the MLTAV I wish to personally thank Kerry for her wonderful service and loyalty to our Association. Kerry served our Association for 15 years. During that time, she was of continual support to the Executive and the Committee. In addition, she provided excellent service to members, always willing to offer assistance with great efficiency. We wish Kerry all the very best in her new career.

To assist with office administration, we welcome Helenmary Burnside who is our new Member Services Manager. Working alongside Helenmary is our new Bookkeeper Cass Hilton.

We continue to revise and refine our processes to provide best service to our members. We thank you for your continued support of the MLTAV.



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Making Connections Through Languages

Dolly Gerges, Elena Pirovano, Felix Siddell.
Publications sub-committee.

Welcome to the first issue of Languages Victoria for 2021.

Our journal aims to give teachers of Languages in Victoria the opportunity **to be heard** through showcasing their teaching practice; **to be connected** by reading about other schools, other teachers, other students, other Languages and through offering opportunities for networking; and **to be inspired** as reading about Languages programs and sharing ideas and resources helps teachers to recharge and grow professionally.

In this issue we asked teachers to talk about their experience of languages as a means to make connections. In the Resources

section, you will read about a sister school program in which the Japanese language has allowed the students to build solid friendships and connections between schools, in Japan and in Melbourne. An Italian program demonstrates how learning a language could develop connections between different levels of schooling, in this case between secondary students of Italian and their University peers.

We will also hear about a German Café program in a Bilingual school that is helping to build connections in the school community by including parents and families in the bilingual journey of their children. Teachers are often also researchers; it's with great pleasure that we have included in this edition a research project on Story Listening.

In the People Matters section, you'll have a chance to get to know two Languages teachers who have been awarded the Australian Excellence Award 2021. Join us in congratulating them for their great success.

Finally, we invite you to have a look at the Review section, where in each number we suggest some extra-readings, books, podcasts, blogs, anything that we believe could be of interest to you, our members.

Enjoy the reading and feel free to get in touch for any comments/suggestions or if you would like to submit an article for our November edition which will focus on The Changing Dynamics of Languages Programs in Schools. If your Language program has been impacted by external conditions (such as the pandemic, a flood disaster, etc) or by internal changes (such as a shift in the cultural background of your community, a turn over of teachers, etc.), please get in touch!

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BUILDING A STRONG SISTER SCHOOL CONNECTION

by Hiromi Hagihara and Jessica White, Japanese Teachers
Kalinda Primary School

At Kalinda Primary School in Ringwood, we have been working towards building a stronger, more connected relationship with our sister school in Japan.

The relationship began 10 years ago and is shared and maintained by the Japanese Language Teachers at Warranwood Primary School and Kalinda Primary School with Lilyvale Primary School in Ibaraki Prefecture, Japan. We are lucky to have both native Japanese and English speakers teaching Japanese in Australia which helps facilitate communication between the schools. Our relationship has been strengthened through yearly visits and contact through letters and emails. However, last year Covid-19 caused the cancellation of our trip and we had to get creative in the ways we connected with our sister school to ensure that our connection with each other remained strong. In this article we hope to share some of the ways we have been connecting with each other.

We have called our program "Branch Out" and each year we choose 'Branch Out Ambassadors' from the year 4 cohort. The 'Branch Out Trip' occurs in alternating years, so in 2019 Lilyvale students visited Australia and in 2020 Kalinda and Warranwood students were booked in to visit Japan. In the year we visit Japan we hold a competition to create a logo that

gets printed on our student's t-shirts. The ultimate goal of our program has been to connect students with students in another country so that they may 'branch out' and expand their understanding of another culture, language and way of living. The exchange trip was the pinnacle of our program with students often in tears when it came time to say goodbye to host families or students that had stayed with them. The intense two-week exchange trips created everlasting memories for all of our students, whether it was reading the blog that was written while students experienced life in Japan or spending time playing and getting to know the Lilyvale students when they visited us.

In 2020 and 2021 we have had to get creative and expand our repertoire of ways that we connect with our sister school in Japan as the exchange trip cannot be relied upon as the main pillar of our program. Along with the usual self introduction letters we have shared:

- Easter and Christmas cards.
- Australian 'postcards' created by students on iPads that advertised a place in Australia.
- Photos of students celebrating Japanese festivals. For example, students gathered around a large piece of bamboo with their wishes hanging for Tanabata and students with their decorated koinobori (carp kite) for

Children's Day.

- Photos of students celebrating Australian traditions. For example, students dressed up in their footy colours holding origami footy jumpers that they had made.
- Self Introduction videos.
- Video Exchange Program. Our students have made short 2-minute videos following a simple English script that have been sent to Japan. The Japanese students are making the same themed video following a simple Japanese script. The video themes have been self introduction, my home, my breakfast, school uniform, favourite snack and the bus stop.

Most of these activities have been completed in one or two 45-minute lessons. Telling students that the work or a photo of the work will be sent to Japan adds meaning and purpose to the task. It has made our job as language Teachers easier as it has increased student's motivation in the classroom.

Sometimes, correspondence with Japanese students has been tricky. We made Christmas cards in early November so that they would receive them in time, however the cards from Japan were delayed so we ended up reading Christmas cards in March. Ultimately it didn't matter and students were delighted with the creative and beautifully made cards that we received from Japan. Timing is always

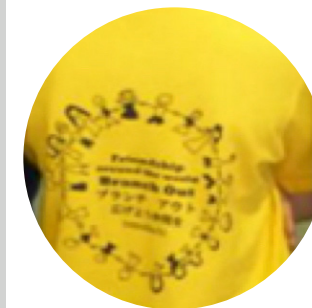


tricky, our students' wanted to reply to the cards they received however we worked out that by the time our replies would reach Japan, those grade 6 students would have moved on to exams and different High Schools due to the difference in school terms.

Timing has also presented a challenge to our current 'Tomodachi Project' that has facilitated Australian students meeting Japanese students in an online meeting. Holding whole class meetings isn't productive for a class of 25 students, therefore we choose 5 enthusiastic students each term to meet in an online meeting with 5 students from Lilyvale, Japan. Due to the time differences, we hold our meetings at recess and Lilyvale teachers have been very flexible and accommodating in allowing their students to leave class for 20 minutes. Occasionally meetings have had to be postponed due to school events, lockdowns or student absences, but being flexible and patient and modelling this for our students is all part of the program.

The meetings are short and each meeting has a theme. To begin with students introduced themselves in Japanese and English and then played a short memory game to help remember each other's names. The other meetings have focused on their hobbies, a family photo and cultural topics such as 'What's for lunch' where students shared their lunchbox items, 'Money' where students explored each country's coins and notes with questions like "Can you find the word Ginko on the note?" and our most recent meeting saw students taking the iPad on a school tour. Each meeting has been discussed prior with the students to ensure that they are well prepared with the vocabulary and sentence structures to use in Japanese. The preparation is well worth the reward because their smiles and pride at communicating with each other make it all worth it.

Prior to beginning our online meetings, students were required to have parent permission as we hope to connect students with a pen pal at the end of each term. We hope that students will get to know each other in the meetings and then share addresses, email or postal, so that they can



continue to share letters, emails and photos to build a friendship and connection between our countries.

There have been technical difficulties that have taken patience and expertise to solve. We have spent time with our ICT technician as our meetings have required microphones, speakers, television, computers, iPads and all the cords and connections required to have each working. It has been a challenge but we have learnt something new every time. Each element of the setup has been crucial, the meeting projected onto the television means that we can all see and share in the excitement and the speakers and microphone are needed so that we can hear and communicate clearly. Students also have pre-prepared cards with messages like "Please say it again" to assist in ensuring meetings run smoothly.

As I mentioned earlier, Warranwood Primary School and Kalinda Primary School share the connection with Lilyvale Primary School in Japan. This arrangement is beneficial because it shares the work, time and effort. A sister school relationship is time consuming and can become tedious unless it is made manageable and enjoyable for both schools. We believe this can be achieved by sharing ideas and the workload along with using creative and fun methods and activities to connect with each other. We have begun a Facebook group titled 'Sister School Exchange Ideas' so that we can connect with other teachers who already have a sister school or want to begin or strengthen their relationship so that we can share ideas, documents and our successes and failures so that we can all build stronger connections with our sister schools. Please join us! www.facebook.com/groups/256897805657139



The intense two-week exchange trips created everlasting memories for all of our students.





CAFE KLATSCH – CONNECTING COMMUNITY THROUGH LANGUAGES

by Christian Morf, German Pedagogy Leader
Bayswater South Primary School

Connecting a school community through languages is a challenging yet worthwhile project. At Bayswater South Primary School Café Klatsch is a new initiative to further strengthen a world-renowned bilingual program and its ties to the broader community.

BAYSWATER SOUTH PRIMARY SCHOOL

Our primary school is located in Bayswater at the foothills of the Dandenong Ranges. We are very proud of our more than 40 years experience in German-English bilingual education. Since 2015, our students have had the unique privilege to be part of a 50-50 German-English Immersion Program. There are only eleven other government schools in Victoria that offer a comparable language program. There are two reasons that our 380 students are learning German as their additional language, firstly, the local community's interest and background in German and secondly, Professor Michael Clyne's language and research focus.

Since its inception in 1981, the Bayswater South Primary School's content-based immersion program has been extensively studied and documented, so only a brief outline of current practice will be given here. The reader is referred to Sue Fernandez's book, Room for Two, for historical details. Further information relating to the philosophy, programming and pedagogy of the school can be obtained from the school's web site or the Department of Education and Early Childhood Development's LOTE Pages ("Case Studies", 2012, July).

Mission and Vision of Café Klatsch
Bayswater South Primary School places much emphasis on engaging with its community. Opening Café Klatsch was in response to some of the needs that were identified in our school community. We are



always looking for new ways to enhance connection between and with the broader community, to create an opportunity for our German-speaking community members to connect with each other and to offer a space for other community members who are interested in learning the German language, which in turn complements our weekly German beginner classes for adults. The café also provides a platform for short performances from clubs, authors, institutions and experts with ties to the German language. Besides its social value to our community the café also plays an important role in the promotion of our school's bilingual program and the German language and culture in general.

THE CONCEPT OF THE CAFÉ

Café Klatsch provides a place for people to meet, socialize and learn by conversing and immersing themselves in the German language and culture whilst enjoying a beverage and a snack. The heart and centre of Café Klatsch is a big table called the Stammtisch. The Stammtisch allows beginners and advanced German speakers to practise and enjoy exchanging ideas in another language. Each Stammtisch is guided by at least one teacher or volunteer who helps initiate and maintain conversations. To make things easier, we offer German Language Menus, these are cards with conversation starters in the form of questions, prompts, provocations and snippets of German. Smaller tables are also set up, for people to have a more private chat with each other. Since a big part of our community consists of parents with children of and under school age we have made sure that our café is family friendly and provides activities for children. In the children's corner, our younger guests can enjoy a German movie, read German books, play board games or make use of the art activities provided. The café is also an important promotional opportunity for our school to find new members for our German beginners course for adults (1 hour per week) and the Spielgruppe (1 hour per week) a German playgroup for our youngest community members.

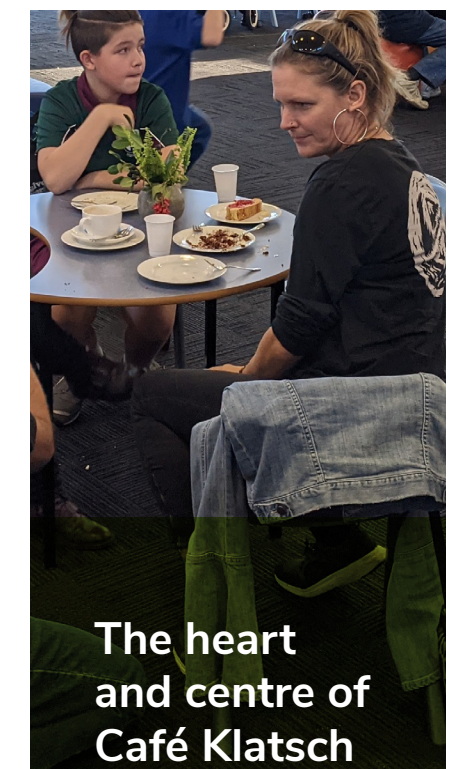
FOOD FOR THOUGHT

Café Klatsch offers tea, coffee and traditional German snacks like cakes, strudels and biscuits that can be purchased at a reasonable price. The profits from the café are reinvested into the further development of the café and will hopefully in future be able to help fund other German language projects at our school. Café Klatsch is for everyone! As well as the option to purchase drinks and food, we also provide free beverages and snacks like water, cordial, popcorn and other simple snacks.

TRADING HOURS

At the time of writing, Café Klatsch is brand new and still in its trial phase. At its opening in May 2021, we had 30 guests, excluding the children. The positive feedback and the fact that all our cakes were sold in under two hours suggests that we successfully filled a niche in our community. Currently, we open the doors twice a Term after school for about two hours. Ideally, we would like to open the café more frequently and offer an evening option too, however, the frequency of the café's trading hours will be determined by the demand.

We invite other educators to join us at Café Klatsch and to consider the value of connecting your own community with languages through a similar project. For trading hours of Café Klatsch, please refer to our homepage: <https://baysouthps.vic.edu.au/>.



The heart
and centre of
Café Klatsch
is a big table
called the
Stammtisch.



Above: Italian Lecturer Matt Absalom takes Year 10 Italian group on a walking tour of the university, using predominately Italian to provoke curiosity and interest.

by Trish Testa, Italian Teacher and Italian KLA Leader
Springside West Secondary College



ITALIAN IMMERSION CAMP

I had the good fortune to implement the Italian program at Springside West Secondary College in 2019, at the time, we were in our second year as a college and located in the north-western suburbs.

Over the past three years the Italian department worked tirelessly to create our Italian program from the ground up. As the KLA Leader and Italian teacher, I have always tried to be creative in provoking students' curiosity in languages, to be curious about Italy and its culture and to begin to consider the benefits of learning.

Last year, we were set to take 17 students to Italy and sadly, due to Covid we were forced to cancel our inaugural educational tour. Yet this setback prompted me to think about how I could bring a slice of culture, history and language to our students. I began brainstorming with my team by exploring ideas around language immersion. How could I bring Italy to Melbourne? I had previously participated in the language immersion professional development for teachers in Hepburn Springs, (organised by VATI) and this event completely inspired me. It was such an excellent opportunity to network with other teachers and to be able to practise my language skills, so I thought it would be inspiring for students if they could participate in a similar event.

Finally it was decided that the Immersion Camp for the Year 10 group (only 12 students), would have to include some kind of Italian classes and that's when I decided to contact Matt Absalom, lecturer of Italian Studies at Melbourne University. Matt and I collaborated and determined how the days at the university would look. Of course I had obstacles. I had to garner interest from my clients, the students. Some were excited and some could think of better ways to spend their parents hard earned money. Regardless, the event had started to take shape and we were getting excited about it.

The two day immersion camp involved a 'Caccia al tesoro' (Treasure Hunt) which included activities such as making a

list of the names of Italian restaurants along Lygon St and trying to work out the meaning, challenging themselves to order their meal using Italian and writing some facts they learned at the Immigration Museum. Essentially, the camp was centred around their visit to Melbourne University. Students were really nervous about sitting in a university class with second year Italian students. They weren't sure how this would pan out and to be honest, neither did I.

Before going into their first university tutorial, Matt walked us through the university and gave the students their first lesson about the history of the university, delivered to them predominantly in Italian. From here, it was apparent that they were feeling apprehensive but they were equally curious. By the end of Matt's tour, they were beginning to imagine themselves as future students at Melbourne University and better still, Matt started to become bombarded with questions about how they could incorporate Italian studies into their chosen degree - music to my ears.

It was upon entry to their first university style reading class that my students' growth started to take shape. Instantaneously, they started to feel that they were not so dissimilar to this second year Italian group, consequently the two groups of students were able to collaborate and share their skills and passion. They spread across the room, ensuring that all groups had a mixture of both students and the class began. Matt read them an Italian narrative while they listened attentively. Their first activity, in their groups, was to illustrate on the whiteboards anything they could recall about a chosen character and then explain it to the class. They were well and truly warmed up and became more comfortable



their language skills as all questions were delivered in Italian. The second day at the university involved a class about Italian history. Our students were completely absorbed in the lecture provided. It was accessible, interesting and thought provoking. Students were able to get up close with historical artefacts held in these rooms while the Senior Tutor, Elisabetta Ferrari prompted them to think about the impact of Italians on the world and other aspects of Italian history such as the unification and fascism.

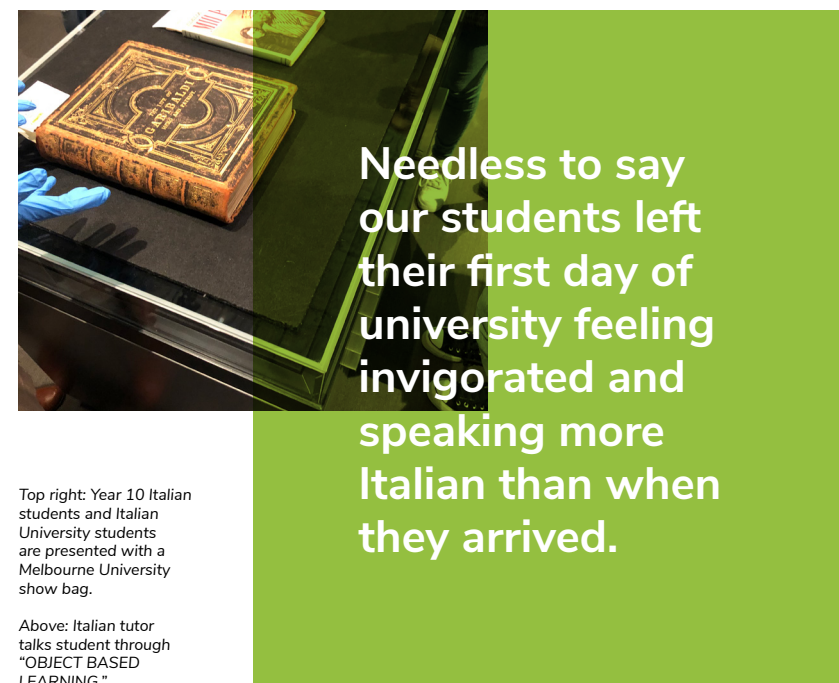
Needless to say our students left their first day of university feeling invigorated and speaking more Italian than when they arrived. Students who were ordinarily quiet had connected with their fellow classmates and new friendships were being formed. As a group, they were bonding. I didn't realise the importance of it at the time, but watching their growth in such a short period of time led me to realise that there is so much more to a language class than teaching the language.

In between classes at university, students delighted in having their meals at Italian restaurants along Lygon St, they visited the Immigration Museum and spent their evening at CIS - Centre of Italian Studies to watch an Italian film. And of course, nothing is complete without 'un gelato' as a nightcap.

Overall, the experience completely exceeded my own expectations and that of the students. They felt that the experience had bonded them and all students returned from the experience feeling invigorated to continue their studies into VCE and some also dreamt of the possibility of taking it up as an elective with their further education once at university. As an educator, I felt that the immersion achieved more than I had originally set out. My initial goal was to connect them to the opportunity to hear the language spoken outside of the classroom and the reality was that they completely immersed themselves in the language, they found new connections with their peers and teachers and they also began to dream of their futures in a more tangible way.

and confident with the realisation that they could understand quite a lot of the Italian language and they were able to make connections back to their own prior learning. With the subsequent story, the groups had to make up their own song. All students were positively buzzing with enthusiasm, and the lyrics started to take shape. It really was a proud moment for myself and Giulia Fontana (accompanying Italian teacher), and Matt, to watch our students come together to share their love for the language.

Our next activity involved a Melbourne University based "Caccia al tesoro" (Treasure Hunt) in small groups, guided by university students. This gave them the opportunity to explore the grounds some more and to also continue practising



Top right: Year 10 Italian students and Italian University students are presented with a Melbourne University show bag.

Above: Italian tutor talks student through "OBJECT BASED LEARNING."

Needless to say our students left their first day of university feeling invigorated and speaking more Italian than when they arrived.

ACTION RESEARCH - STORY LISTENING AS A PEDAGOGY FOR JUNIOR LANGUAGES CURRICULUM

by Anna-Olimpia Rosenblum, Learning Leader - Languages
Padua College - Mornington

INTRODUCTION

Early in 2020, the opportunity arose to undertake Action Research in the Languages Faculty, at Padua College. A key goal underpinning this research was to improve student engagement through personalised, effective and stimulating learning and teaching at the junior level in order to further engage students to continue studying a second language at the senior level. It should be noted that data provided by the VCAA of the number of students studying the VCE exam between 2017 and 2019, shows a declining trend. Action Research intends to provide teachers with opportunities to better understand and improve their educational practices. As a Faculty, it was proposed that the action that needed to be changed was to move away from a grammar- based pedagogy and to focus on a pedagogical approach of comprehensible input.

I had been introduced to the pedagogical approach of “Story Listening” at a workshop led by Matthew Absalom from Melbourne University, as an innovative method to teach second languages. Underpinning this method is the absence of grammatical rules. In simple terms, Story Listening involves a teacher telling an engaging story to students at a comprehensible level using rich language. The story is made comprehensible by images, gestures, tone of voice, etc. Students are not expected to understand every word nor are they expected to take notes or focus on learning language. Rather, they are expected to focus on understanding and following a general story-line. The teacher’s goal is to help students become so absorbed by the story that they forget that they are learning a language. Dr Beniko Mason has used Story Listening and Guided Self-Selected Reading as methods to test the claim that input is the cause of language acquisition and that it alone is sufficient.

IDENTIFICATION OF THE ISSUE

After the first phase of Remote Learning in Victorian schools in 2020, Languages Staff were surveyed about the success of their students’ learning of the content that was delivered. The results of this survey showed that only 9% of staff found student learning to be very good and the Survey results identified that there was a need to find more engaging content for the second phase of Remote Learning.

As Learning Leader of the Languages Faculty, I organised a professional development session for Languages staff where a presentation was given of the pedagogical approach of Story Listening. This involved online webinars and videos including readings and discussions with key academics in this field including Dr Mason and Professor Emeritus, Stephen D. Krashen whose theory of language acquisition claims that comprehensible input helps students acquire language naturally, rather than learn it consciously. According to Krashen, optimal input has four characteristics. It must be comprehensible, compelling, rich in language and abundant.

The professional development session included a demonstration of how a Story Listening lesson could take place. The Jean de la Fontaine fable “La

Cigale et La Fourmi” in both the French and Italian version “La Cicala e la Formica” were selected and all staff were provided with a step-by-step lesson plan for Story Listening. The Story Listening approach requires the story teller to “tell the story” with the aid of images. Some story tellers draw pictures but as not all teachers felt comfortable doing this, an option was included for teachers to attach laminated images on a whiteboard as the story was told. However, fast forward to the remote learning classroom of 2020, modifications to this approach clearly needed to be made. Each teacher was provided with a pack containing laminated images of the selected key language items for the story and a digitized version of the story in each language (Italian and French) was created, recorded, and shared online to assist teachers who were not confident with pronunciation or with teaching languages in this way. A key element also adopted by some users of this approach is to provide a list of target language items which may include cognates to facilitate the listener’s understanding of the story.

KEY QUESTIONS

The two main research questions that were of interest were: “How will vocabulary acquisition occur from hearing stories in this context?” and “If vocabulary acquisition from Story Listening occurs, will the effects be durable?”

MEASURES AND METHODS

Several measures were developed in order to further investigate these questions. Firstly, all cognates present in the story were identified and to be presented to the students with correct pronunciation in the target language. Secondly, the key words of the story in the target language were identified and set up as a pre-test for students. (Table 1).

Only when the pre-test has been completed should the story be told to the students. Following the narration of the story, the students were to sit the same test which effectively is the post-test. The results of the post-test can then be compared with those of the pre-test.

It was decided that students would also be offered a selection of post-story activities including writing a summary of the story in English, creating a cartoon version of the story and a selection of activities where the key language items of the story are recycled in various ways.

Current research regarding when the post-testing should be done is ongoing. It is clear through the evidence collected from this Research, Story-Listening as a

It was decided that students would also be offered a selection of post-story activities

STORY LISTENING - FRENCH (TABLE 1) VOCABULARY ITEMS FOR STORY 1 - La Cigale et la Fourmi
FRENCH WORDS (image cards) For pre & post-testing
la porte les grains de blé la nourriture chanter la neige un soir une cigale le ciel une fourmi le soleil l'été la glace l'arbre l'hiver les jours les champs les mois une maison un jour une fenêtre s'allonger
COGNATES - words that are similar to English words.
impossible occupée joyeuse transporter danser durant lumière continuer commencer rapidement arriver descendre souvenir ponctuellement préférer
FRENCH PHRASES (for prompter's discretion)
Il était une fois toute la journée Je dois/peux/veux faire/chanter/travailler/danser/frapper/porter/prendre/se fatiguer / trouver/se reposer/manger/se souvenir/aimer/ Il avait faim/froid/chaud Qu'est-ce que tu as fait? Je chantais et mais avec il n'aimait pas au-dessous chez moi plus rien

method to teach second languages can increase engagement and results in student outcomes. From the data collected, the total growth amongst year 7 students of vocabulary retention after post testing was 19% and for year 8 students, 23%. Responses from a post teaching survey conducted of Languages staff on their willingness to implement this pedagogy, indicate that students benefitted from listening to the target language being spoken, gained confidence in understanding some aspects of the story and instantly seeing an improved understanding of their knowledge of the language by doing the post-test was most valuable.

In moving forward with this pedagogy, based on a survey of languages staff, a key area to review is the selection of stories used. Some staff indicated a preference for stories that are shorter and already published commercially, other staff indicated that they are willing to adapt their own stories such as fairy tales and other short stories. Staff preferred to present laminated images rather than draw their own images whilst telling the story.

NEXT STEPS

What is conclusive from this study is that vocabulary acquisition using the Story-Listening pedagogy does occur. “The comprehension way is faster and more pleasant: students do not resist this teaching approach and actually enjoy it. When they enjoy an activity, they remember what they did in class, and they want to do it again. When they are forced to learn, they do not enjoy the work.” (Mason, 2014).

The impact of this Action Research study has prompted several discussions at our school. Firstly, the possibility of offering a Story-Listening elective to year 8 students of French and Italian as an alternative to the core Language course offered at the year 8 level is being considered. This would benefit students with lower literacy and writing skills by giving these students the

opportunity to participate in Language classes, providing a way to expose them to vocabulary and language patterns without the demands of completing formal writing, speaking and grammatical tasks that are usually associated with the core Language courses. Secondly, our school is considering how a Story-Listening elective could be offered as a differentiated program within the main language course that is currently being delivered to year 8 students. This differentiated program would involve assigning pre-recorded stories in the target language (Italian or French) on a regular basis (via podcasts for example) to students as extension work. A library of pre-recorded stories readily available for students would be of great benefit in providing a solution to the many constraints experienced by language learners due to school timetabling, which often impact the delivery of a consistent curriculum; students “miss” lessons due to other calendarized events or have “doubles” once a week rather than a more continuous spread of classes.

In the post-Covid era, education must certainly undergo transformation. Our Languages Faculty considers that Story-Listening has the potential to impact the way Second Languages, or English as a Second language could be taught to young people. In addition, Story-Listening has the potential to provide a means of preserving the importance of language and culture of Australian and other indigenous people through the inclusion of telling their stories by adapting or translating them into the specific target language and delivering them using the Story-Listening approach in the Second Languages classroom.

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MLTAV Professional Learning

The Term 3 online webinar series includes the following Professional Learning opportunities:

THURS 5 AUG / 4-5PM

ONLINE WEBINAR

- What is Functional Language?
Maximising authentic language use in the classroom.
Presented by: Linton Roe. Suitable for F-8 teachers.

[REGISTER HERE](#)

What do we mean by Functional language? How will it help our students? This webinar will explore the types of language we can give students that will empower them to USE it in the classroom. Participants will discover the type of language students need to become active communicators and will discuss ways to ensure that the language is actively used.

WED 11 AUG / 4-5PM

ONLINE WEBINAR

- Learning and Using Languages.
Presented by: Sean Pratt. Suitable for Year 7-8 teachers.

[REGISTER HERE](#)

Finding a balance between language learning and language use is a recurring challenge in the Languages classrooms. The presenter will discuss the experiences of restructuring a Year 7 language program to address all elements of the curriculum, but with a strong focus on building student agency and confidence in their oral language development.

WED 17 AUG / 4-5PM

ONLINE WEBINAR

- VCE: Preparing students for SAC 2 (Units 1- 4).
Presented by: Megan McLaughlin. Suitable for VCE teachers.

[REGISTER HERE](#)

This session will pick up some threads from the Term 1 and 2 VCE webinars but shift the focus to SAC 2 (across Units 1- 4). Information shared will be relevant to teachers of all languages and there will also be an opportunity to share thoughts and ideas on this topic in a relaxed and informal way.

MON 23 AUG / 4-5PM

ONLINE WEBINAR

- A journey into language pathways: liable to indispensable.
Audience: 7-12. Presenter: Chloe Briand.

[REGISTER HERE](#)

How to develop effective language solutions and resolve key issues affecting all Language teachers and Heads of Department across the board: student engagement, performance and retention, sustainability and long-term growth. Chloe will share her experience in redesigning languages at MLC, Melbourne, across 4 languages from Year 7 to Year 12: starting with the introduction of a language carousel at Year 7 to raising student numbers at Senior School level, through the introduction of the VET Certificate II in Applied Languages.

THURS 9 SEPT / 4-5PM

ONLINE WEBINAR

- VCAA Language Assessments: Free resource for Victorian teachers.
Suitable for Year 5-10 teachers. Presented by: Fusae Nojima, ACER.

[REGISTER HERE](#)

The suite of online language assessments have been developed by the VCAA and the Australian Council for Educational Research (ACER). The Language Assessments are free resource available to all teachers in Victoria. Offered in the following eight languages: Japanese, Chinese, French, German, Indonesian, Italian, Modern Greek and Spanish, the language assessments are

- a resource schools may choose to use to support their teaching of Victorian Curriculum Languages, from levels 5-6 onward
- a useful diagnostic tool of student progress in listening and reading
- an online bank of test items available anytime
- providing results and reports immediately.

REGISTRATION RATES:



\$30 MLTAV Members.
\$50 MLTAV Non-Members.

\$10 subsidy available to Victorian government school teachers.
These events are supported by the Victorian government.

AFMLTA Conference 2021

MLTAV was pleased to be able to fund registrations for a number of members to participate in the recent 23rd AFMLTA International Languages Conference.

A key role of the MLTAV is to provide networking and professional learning opportunities for teachers of Languages. The AFMLTA conference was an ideal opportunity to support teachers to engage with both international and local presenters and to connect with language teaching colleagues from across Australia. This year the conference was held virtually for the first time which in some ways made the conference more accessible.

Members were invited to apply for funding to support their involvement in the conference and in return to provide a reflection on their experience. This had the dual purpose of providing teachers with the opportunity to reflect on their learning and practice and for these to be shared with other members.

We have included two of the reflections in this edition of Languages Victoria and others will be published in the November edition.

ASTRID DUX, ST BEDE'S COLLEGE

"Language is not everything in Education, but without language, everything is nothing in Education" (Ekkehard Wolff, 2006) cited by Dr Sam Osborne.

I am so grateful to be able to share my reflections on my first involvement in an AFMLTA International Languages conference. The virtual conference was wonderful and fruitful. Languages don't have to be barriers to reflection on learning. Many thanks to the AFMLTA 2021 conference organisers and MLTAV who funded my place giving me an opportunity to participate in the terrific two-day conference with a packed programme covering a broad range of tremendously exciting teaching and learning languages strategies. It was also great to reconnect with all Language Educators from all over the globe, sharing ideas, trends

in languages, fantastic resources, and presentations from presenters to enhance Language teaching and learning. The conference's varied sessions were definitely interesting, providing us with authentic inspiration and innovation to inform our own Language Teaching practice. The conference was moderated by the AFMLTA President, Nathan Harvey.

Teaching Languages is without a doubt one of the most challenging roles in teaching. In my opinion, language teachers should have ongoing support and receive Professional Learning regularly. Learning a language is not always for communication but also for learning about cultural diversity, society, history, people and the culture of the language.

"social bonds with other foreign language teachers were an important form of social capital proactively sought by many language teachers, to help them overcome their professional isolation...." (cited by Janice Aubry)

A major highlight of the conference was a presentation from Janice Aubry former Director of the Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools in Canada. She spoke about quality Language teachers, retention and mentoring. To have Quality Language Teachers requires recruitment, retention and effective professional development. Languages teachers are expected to have cultural knowledge, cultural understanding and cultural experience. Also they are expected to have a pedagogy including curriculum, culture and intercultural skills. The Content and Language Integrated Learning (CLIL) stream at the conference included presentations by Kylie Farmer, Russell Cross, Jieqi Zhang, Mojuan Luo, Apple Chu and Tanya Siebert was great as I had never heard the term CLIL before, it was interesting. Many participants learned a great deal from this. What is CLIL? "Content and Language Integrated Learning is a dual-focused educational approach in which an additional language is used for learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language "



(Coyle et al 2010, p1) That is, the content and the Language is interwoven, even if the emphasis is greater on one or the other at a given time.

Another highlight of the conference was the incredible presenters. All the sessions were extremely well attended, involving high-profile speakers along with a range of expert presenters. Many, many great things stood out from the two-day conference including:

- Quality Language Education – School Leadership strategies and Government funding are crucial to supporting and promoting quality Language Education Programs. Quality Language Teachers who are supported to thrive are also crucial for success.

- There are many Aboriginal Independent Community Schools (AICS) in Western Australia providing tangible evidence of Indigenous Australians' commitment to quality education.

- Global Citizenship – Global Citizenship is important in Language teaching and learning. It builds knowledge, skills, attitude and awareness of the social sustainability, intercultural thinking, international-mindedness and respect of universal values such as peace.

- National Languages Plan and Strategy for Languages education in Australia – this project being managed by the AFMLTA for the Australian Government featured in a number of conference sessions. Teachers were encouraged to be involved in the Focus Groups being held across

Australia during August – September 2021. See the project website to find out more details about to have your say in the development of the National Languages Plan and Strategy!

- Excellence- The super work being done by AFMLTA to support Language educators. Heartfelt and sincere thanks must go to the AFMLTA committee members; Nathan Harvey, Gillian Cordy, Anne-Marie Morgan, Kylie Farmer, Sherry Saunders, Andrew Scrimgeour, Amanda Pentti and Claire Leong for organising this fabulous and very successful first virtual AFMLTA International Languages Conference.

I am so grateful to have participated in this conference experience. I have connected with so many languages educators through the sessions and via twitter and learned so many new things from keynote speakers and presenters. I am ready to incorporate so many new ideas in my teaching to make an impact at my school and the Languages Association Community.

I am already looking forward to the next AFMLTA conference to be held in Perth in 2023.

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel – Maya Angelou

JO HENSELWOOD, BELGRAVE SOUTH PRIMARY SCHOOL

"I feel like a fraud in languages." Professor Ken Cruickshank took the words straight out of my mouth. Languages are hard to master, there is always more to learn. It is difficult to feel as though we belong to a language group. The speakers in the AFMLTA 2021 Conference certainly made me feel part of a group of teachers who are trying so hard to help others feel as though they belong.

The Conference fell in NAIDOC Week, and it was thrilling to see multiple sessions about incorporating Aboriginal and Torres Strait Islander cultures into language classrooms. Colleen Barclay shared some very practical teaching ideas to incorporate Indigenous culture into non-Aboriginal language lessons.

Learning an Aboriginal language continues to be a challenging yet vital role for many all around the world. Dr Sam Osborne (University of South Australia) stated that 'all Aboriginal languages are under immense pressure to survive'. In the remote community in Arnhem Land that I taught for four years, most of the students were fluent in Kriol, then spoke one or two Aboriginal languages. English came in third or fourth. Over four years I saw elders, the last of the

language speakers, pass away. Dr Osborne is right when he said that 'we are all the poorer if Aboriginal languages are to become extinct'. Sometimes our ability to belong through language proficiency is taken from us.

This conference was very much a celebration of languages. My own language experience is varied, I teach Japanese, and dabble in many languages yet would only call myself proficient in one. Andrew Scrimgeour (University of South Australia) shared his opinion that 'proficiency may be a false promise when teachers are not given enough time to teach the language'. It is easy to feel weighed down in the difficulty of our task, but optimism was very much alive. David de Carvalho from ACARA suggested that we instead focus on helping students achieve a love of language learning, and to equip them with resources to learn any language going forward.

A common theme occurred throughout: the justifications for learning a language. So convincing was the argument that I am considering what it takes to be a polyglot. Words were thrown about ('dialogic pedagogy', 'plurilingualism', 'cognitive flexibility', 'hegemonic education'), and like-minded people talked about their passions.

Martin Westwell's passion shone as he spoke about 'Shaping education to facilitate student success. He is the Chief Executive for the South Australian Certificate of Education (SACE), who has come up with the following elements to thrive in learning: Belonging, Zest for life (lifelong learning), Deep understanding and skilful action, Ability to transfer learning, Agency, and Human connectedness. He challenged us to think about what the true purpose of being a language teacher is. Language is difficult. Mr Westwell emphasised that we must encourage students to do things because they are difficult. Avoid the easy options. The high-quality speakers at the AFMLTA 2021 Conference guided me professionally to a higher ability of teaching languages, I felt motivated to rid myself of the feeling of language fraud. Do I belong to this group of linguists? I certainly will hit the books/podcasts/chatrooms to elevate my own proficiency of Japanese, but turning the vast amount of information into usable chunks of data is something that will unfold over time.

By the end of Day 2, I felt like less of a fraud, or perhaps just a welcome imposter. Sure I don't know everything. There is so much more to learn. But I do belong. I belong to the group of people who continue to improve their language learning, people who encourage others to thrive in learning and to belong, and people who fight for language survival.

People Matters

Congratulations to Ellen Moffatt and Catherine Spurrirt. It is with great pleasure that we congratulate Ellen Moffatt and Catherine Spurrirt, both active MLTAV members, for being awarded the Australian Education Excellence Award in the category 'Secondary Teacher of the Year 2021'.

ELLEN MOFFATT

Ellen Moffatt was recently nominated for the 2021 Australian Education Awards, and has been named an Excellence Awardee in the category of 'Secondary Teacher of the Year (Non-Government)'. Ellen's work with and for the MLTAV, which has included the creation of units of work and related webinars, has had a significant influence on her development as an educator and a contributor to the teaching profession. As a 2021 Excellence Awardee, Ellen is proud to be able to represent languages educators across Australia and to promote the teaching and learning of languages at the awards ceremony in August.

interdisciplinary learning experiences, which offer students voice and choice in their learning.

Cath is an active member of the language teaching community in Victoria – having served as an Executive Committee member of the Modern Language Teachers Association of Victorian (MLTAV) and as a Languages Coach at Catholic Education Melbourne (now Melbourne Archdiocese Catholic Schools).

CATHERINE SPURRITT

Cath is currently the Director of Improvement at Avila College, a role which brings together her desire to create a rigorous and stimulating curriculum, with her commitment to engaging staff in innovative thinking and problem-solving approaches. She has led teams in developing contemporary pedagogy, has envisaged new cross-curricular programs, and has driven the College's digital transformation in the 2020 remote learning period. A passionate teacher of French, Cath encourages students and colleagues to pursue excellence and embed high expectations. Her students comment on the clarity of Cath's communication with them and the energy she brings to the language-learning classroom. Cath is committed to providing an education that has rich meaning for our young people through

● ●
It is with great pleasure that we congratulate Ellen Moffatt and Catherine Spurrirt.

**AUSTRALIAN EDUCATION
— AWARDS 2021 —**



We'll hand you the resources and the inspiration

Lingopont is a new, passionately focused language content company raising the level of support for language education. Its founder Elio Guarnuccio was the creative brain behind CIS Educational publishing *Avanti!*, *Sempre Avanti!*, *Ci siamo*, *Ça Bouge*, *Kimono*, *Feuerwerk* and *Ayo!*.

This is a whole new world of fully integrated resources. Videos, apps with voice recognition, games, animations and a textbook allowing teachers to focus on what they do best.

We're developing a modern, exciting way to learn that will bring joy and relief to language teachers everywhere.

Find out more at the AFMLTA International Language Conference: Check out the program for these three key events.

How using technology can have a positive influence on motivation and engagement in your classroom.
Elio Guarnuccio's workshop on 5 July at 4pm

Learn more about our comprehensive Year 7 & 8 Italian course
Avanti tutta! Lunch break out session on 5 July at 1.10–1.45pm

Want to be an author and interested in joining our team for future language projects. Lunch break out session on 6 July at 1.10–1.45pm

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Reviews

For this edition, we thought of putting together a collection of articles and blog posts that focus on Languages education and its potential to make connections.

On the DET website, you can read about the [Chinese/English bilingual program](#) at Richmond West Primary School, a brief article that highlights, one more time, the power of language learning in children's development.

We would like to put under your radar two other blogs more broadly dedicated to education but that sometimes focus on issues related to Languages education in Australia.

The Australian Association for Research in Education has recently published a research on [Languages teaching in Australian universities](#) that open the space to discussing collaborative practices between language educators at different levels of education, universities, primary and secondary schools.

Finally, a little dated but always relevant interview with Pasi Sahlberg on the value of [learning languages](#), just to remind ourselves of the crucial role of Languages teachers.

Education news
Bilingual program builds cultural connection



Bilingual Benefits – An interview with the Australian Education Reporter

**EduResearch
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A voice for Australian
educational researchers



ABOUT MLTAV

MODERN LANGUAGE TEACHERS' ASSOCIATION OF VICTORIA, INC.

MLTAV: supporting the quality teaching and learning of Languages across Victoria

The Modern Language Teachers' Association of Victoria (MLTAV) is the professional association for teachers of all Languages at all levels.

MLTAV supports quality teaching of languages through Professional Learning and sharing of professional practice and knowledge.

MLTAV advocates for the provision of quality language learning for all Victorian students.

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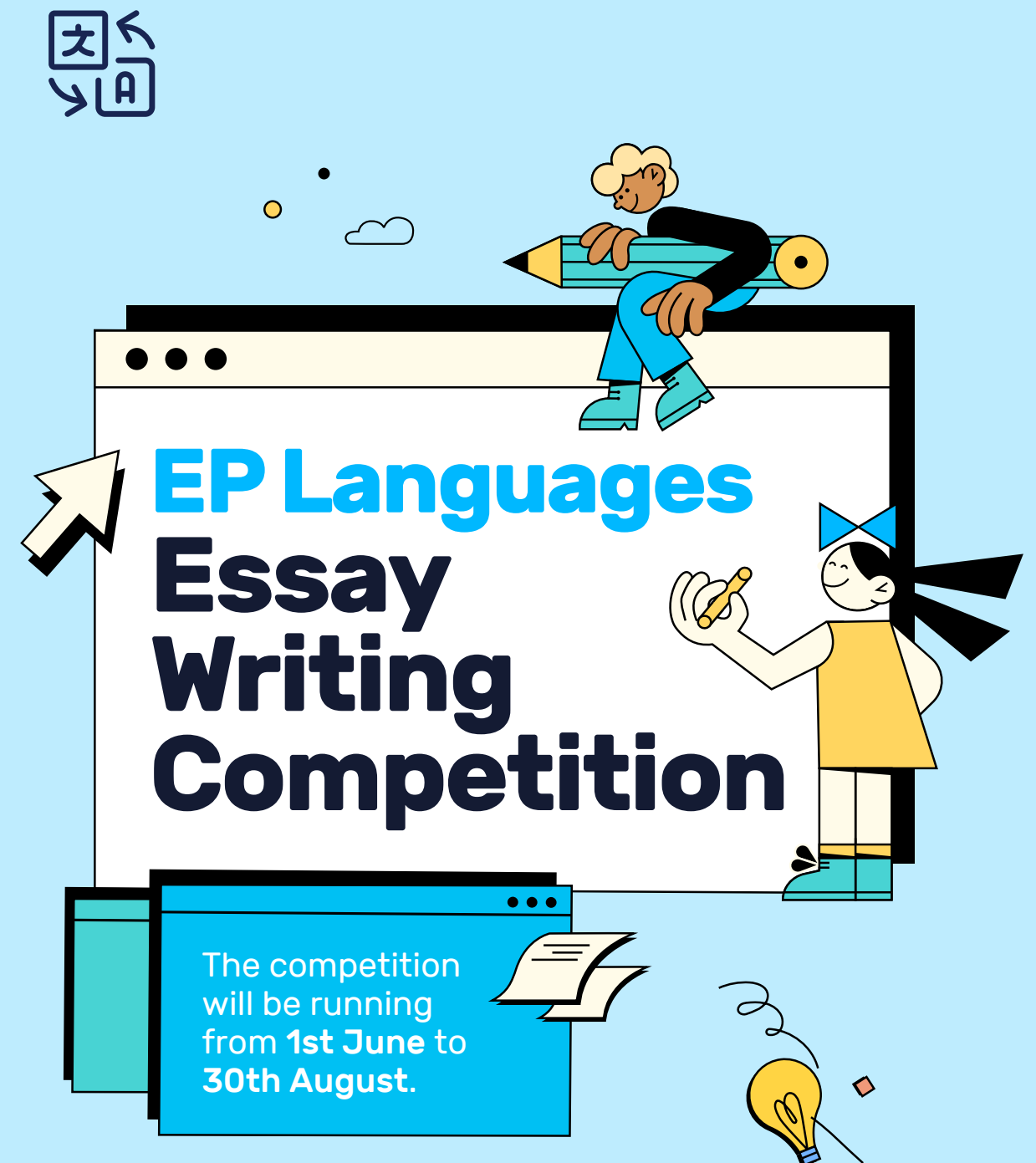
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