

Modern Language Teachers' Association of Victoria

Languages Victoria

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MLTAV-1

VICTORIA - THE LANGUAGES STATE



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Table of Contents

Languages in Victoria	3
MLTAV 2018 Annual Conference: Victoria - the Languages State - Conference Report	3
MLTAV 2018 Annual Conference: Victoria - the Languages State - Keynote Speaker: Professor Joe Lo Bianco.....	6
MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 1.....	11
MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 2.....	15
MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 3.....	26
MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 4.....	33
Languages Teacher Job Vacancies - Victoria	37
MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 5.....	38
MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 6.....	43
MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 7.....	50
MLTAV 2018 Annual Conference: Victoria - the Languages State - Major Political Party Statements	53
MLTAV Member Online Survey.....	57
VALE: Jim Wheeler	59
2018 VCE Careers Expo - MLTAV Seminar: Where Languages can lead you in terms of your career	61
Melbourne International Film Festival Schools Program - Reduced Ticket Prices for MLTAV Member Schools and Free Teacher Webinars	64
MLTAV CLIL Network Workshop - 21 November	66
MLTAV CLIL Network Update	67
Digital Stories: Best-practice in Languages Education in Victorian Schools	68
Bringing bilingual learning to the table: Should more Victorian secondary schools implement CLIL programs?	70
Victorian Curriculum Exemplar Units of Work for Languages.....	74
VCAA Language Assessments	75
MLTAV and National Gallery of Victoria Collaboration	76
Southern Cross Cultural Exchange advertisement.....	78
Languages on the National Scene	79
Learning languages early is key to making Australia more multilingual	79
Early Learning Languages Australia program (ELLA)	82
ALC: Assessment of Language Competence	84
TCI Professional Learning Opportunity in SA	85
NSW Department of Education Ninganah No More Funding Initiative	86
AFMLTA 2019 Conference - Save the date.....	87
Languages on the International Scene	88
Kamishibai: how the magical art of Japanese storytelling is being revived and promoting bilingualism.....	88
Why do human beings speak so many languages?	92

Languages in Victoria

MLTAV 2018 Annual Conference: Victoria - the Languages State - Conference Report

By Heather Brown, Conference Convenor

Expectations to increase numbers at this year's Conference were well founded. 275 delegates, presenters and exhibitors attended this stimulating professional learning and networking event.



We were extremely fortunate to have had Professor Joe Lo Bianco as the morning Keynote Speaker. Professor Lo Bianco spoke about The Salzburg Statement for a Multilingual World, which was, in the words of one of the delegates, *'Both highly informative and engaging, highlighting the importance of languages on a global scale and their importance to human rights.'*

The Conference program was varied including a full-day Teaching Comprehensible Input (TCI) Stream. This TCI-specific Stream was offered for the first time and according to the post-conference delegate online feedback survey, was deemed an overall success.

The vibe on the day was extremely positive and the exhibitors were delighted with the implementation of the new Exhibitor Passport initiative. Now that we have experienced the first running of the initiative, we have made plans to both improve and streamline the prize-drawing process for next year.

Many thanks to the Committee members who helped with setting-up the evening prior to, as well as the morning of, the Conference: Gabriella Bertolissi (President), Jaclyn Curnow (General Committee), Andrew Ferguson (Immediate Past-President), Sarah Glatz (General Committee), Andrew Morabito (Treasurer), Sean Pratt (General Committee), Catherine Spurritt (Secretary). Many grateful thanks also to Kerry O'Connor, MLTAV Office Manager, for her fantastic organisational, management and people-centric skills.

Feedback from the delegate post-conference feedback highlighted the excellence of the program, venue and facilitation through comments such as:

What, in your opinion, were the best aspects of the Conference:

- *Collegiality and sense of purpose;*
- *Location easy to get to, was able to network, interesting workshops;*
- *The networking possibilities, sharing of resources, the food;*
- *Practical sessions, networking, involvement in Mentoring Program and chance to look at different resources;*
- *The sessions mentioned above and networking with other Language teachers and the food was delicious. It was also fabulous to see what texts are new with the publishers and tours to French and German-speaking places, some had great deals! :-) ;*
- *The best part of the conference is to learn from different teachers regarding their teaching and learning pedagogies and swap a lot of ideas;*
- *Lo Bianco, working with colleagues teaching different languages;*
- *Networking with colleagues. Getting a dose of 'theory' from the world of Languages teaching. Time to be out of the classroom and spoilt in the beautiful Catholic Leadership Centre with its delicious food!;*
- *The organisation and the different choices of workshops;*
- *The venue and very friendly MLTAV people manning the front desk. Great organisation. Very helpful!;*
- *the chance to hear from other teachers who are working at a high level and getting a variety of ideas and strategies. they wouldn't all work in my context, but all gave me something to think about;*
- *I came to learn something new in order to reinvigorate my teaching and I came away stimulated;*
- *Venue Keynote speaker: Joe Lo Bianco Catering set up of exhibitors and tables for lunch that facilitated networking;*
- *Networking and learning new ways of doing things to enhance students' experience and outcomes;*
- *Professor Joe Lo Bianco's Morning Keynote;*
- *Teachers of many different languages coming together and benefiting from each other's experience;*
- *Meeting two people who had been Pre-Service Teachers/graduate teachers and who replaced me when I took leave. I had not seen these people for 16-24 years. Sessions were informative and useful;*
- *It is about LANGUAGES, not just one language;*
- *The friendly atmosphere, and the enthusiasm of the most engaging presenters;*
- *Venue, food were amazing. Speakers of a high quality, though I didn't get to see as much as I would have liked.*

The MLTAV Committee thoroughly enjoy hearing and reading the positive feedback comments on the day of, and post-Conference. The online feedback survey also provides delegates with an opportunity to provide helpful constructive feedback as well as thoughts as to how the Committee can look to improve the Conference in 2019. Some of the suggestions put forward by delegates as potential improvements for next year's Conference, include:

- *For the 2019 conference I would like to see a couple of sessions on the VCE and the Virtual Teaching sessions repeated, so that more people could attend them. Sessions including 'nuts and bolts' to teach are always very useful for busy teachers;*
- *A session on languages and contemporary music;*
- *Since the new macro skill of "viewing" will be implemented in the new Language Study Designs, it would be most beneficial to have concrete examples provided of what this may look like, the length, and whether the students will be allowed notes in the SAC, or whether they complete the SAC "blind" - ie with the listening, reading and viewing snippets are all unseen/unheard texts;*
- *Fully stamped Exhibitor Passports go into a box to be drawn out;*
- *The time between sessions. Some sessions went a little overtime and next sessions had already started by the time we got there;*
- *More presenters with different views to challenge pre-existing ideas;*
- *more maps of the place better indication of where bike racks are located (for people coming by bike) loved all the rest!*

Conference Session Handouts and Presentations

Evident from the MLTAV 2018 Annual Conference online feedback survey, many Conference delegates faced the dilemma of having wanted to attend multiple sessions offered at each presentation time-slot throughout the day. As it is not possible to be in two places at once, our wonderful Conference presenters have generously agreed to share the handouts and PowerPoint presentations from their sessions. Not all sessions provided handouts, so where possible, appropriate and applicable, presentation resources can now be accessed and downloaded from the MLTAV website by [clicking here](#).

Save
the
Date

**MLTAV 2019 Conference
date has been confirmed
for Friday 17th May**

MLTAV 2018 Annual Conference: Victoria - the Languages State - Keynote Speaker: Professor Joe Lo Bianco

The Salzburg Statement for a Multilingual World

Professor Joe Lo Bianco Biography:

Joseph Lo Bianco is Professor of Language and Literacy Education at the Melbourne Graduate School of Education, and serves as Immediate Past President of the Australian Academy of the Humanities (the first educator elected to this role). In 2012 he was appointed Research Director of the UNICEF Language and Peacebuilding initiative in Malaysia, Myanmar, Thailand. Since 2011 he has served as senior research advisor for LUCIDE, a European Commission project on Languages in Urban Communities-Integration and Diversity for Europe, conducting large scale 4-year research on multilingualism at the municipal level in 12 European cities.

In January 2014 he commenced in an academic advisory role with the National Research Centre for Foreign Language Education at Beijing Foreign Studies University providing advice to the State Language Commission and supporting academic research initiatives.

Professor Lo Bianco wrote Australia's National Policy on Languages in 1987, the first multilingual national language policy in an English-speaking country and was Chief Executive of the National Languages and Literacy Institute of Australia until 2002. The National Policy on Languages was adopted by the Australian government as a comprehensive national plan to cover all of Australia's language needs and interests (English and English literacy, and English as a second and foreign language and languages other than English (including Indigenous language rights, immigrant and foreign languages) as well as language services (research, translating and interpreting, public media).

Professor Lo Bianco has advised on language, culture and literacy education, and on the integration of indigenous and immigrant children into mainstream schools, reconciliation and peace through education, in many countries, including Council of Europe, Sri Lanka, Ireland, Wales and the UK, Italy, Slovenia, Canada, Vietnam, Singapore, South Africa, Thailand, Timor Leste, Papua New Guinea among others. He supervises PhD research projects and teaches courses in language planning, and supports international research projects in several countries on language and culture studies, language planning and multiculturalism/intercultural education.

His language policy advising activity includes language services for the Sydney Olympic Games, a report which was subsequently used to support multilingualism at the Athens and London Games, assistance to the government of Ireland to produce a 20-year strategy to support the vitality of Irish, support on basic education, literacy and language policy in South Africa, Hawaii, Italy, Alberta (Canada), Western Samoa and other Pacific Island countries, preparation of a National Language Education plan for the Government of Sri Lanka, 1999, under World Bank financing; commissioned support for language policy in Scotland and Northern Ireland Department of Education on language policy and multiculturalism as part of the Good Friday Peace Agreement, 2000-2003, consultancy to the Israel Ministry of Education and many other international collaboration activities.

(Biography source: <https://www.findanexpert.unimelb.edu.au/display/person4818>)

Conference Keynote - Outline

The Salzburg Statement for a Multilingual World

Professor Joe Lo Bianco thoroughly engaged the vast array of teachers of many different Languages present in the Celtic Hall, Catholic Leadership Centre, East Melbourne, on the morning of the MLTAV 2018 Annual Conference - Friday 4 May.

Professor Lo Bianco's keynote provided a clear, in-depth context and background into *The Statement* and the big-picture of Learning Languages internationally. He encouraged Languages teachers to take some time to think about how *The Statement* relates to their work in schools and the importance of globally adopting a multicultural and multilingual mindset.

BACKGROUND to The Salzburg Statement for a Multilingual World

SALZBURG GLOBAL SEMINAR

According to the Salzburg Global Seminar website, *'In today's interconnected world, the ability to speak multiple languages and communicate across linguistic divides is a critical skill. Even partial knowledge of more than one language is beneficial. Proficiency in additional languages is a new kind of global literacy.*

Language learning needs to be expanded for all - young and old.

However, millions of people across the globe are denied the inherent right to maintain, enjoy and develop their languages of identify and community.

This injustice needs to be corrected in language policies that support multilingual societies and individuals.’¹

At the Salzburg Global Seminar held in December 2017, 40 languages education leaders, policy makers, researchers and practitioners from 30 countries were invited to participate in a seminar to explore the transformation of languages policy to meet 21st Century needs in an increasingly globalised world, and to draft the *Salzburg Statement for a Multilingual World* (The Statement).

Given the Victorian Government’s strong and progressive languages education policies that support the teaching of some 67 languages, representatives attending (including Professor Joe Lo Bianco), the Seminar played a significant role in the drafting of *The Statement*. Professor Lo Bianco said that the Salzburg Statement for a Multilingual World is a call for individuals, corporations, institutions and governments around the world to celebrate and promote language diversity.²

The Victorian State Government, Department of Education and Training marked International Mother Language Day and the release of the *Salzburg Statement for a Multilingual World* with a reception held on 21 February 2018. Professor Lo Bianco was present at this event to celebrate the release of *The Statement* with Department of Education and Training Secretary Gill Callister. [Click here](#) to watch the short video clip used on 21 February as part of the Victorian State Government’s launch of *The Statement*.

The *Salzburg Statement for a Multilingual World* was drafted in English and has been (or is in the process of being) translated into 55 other Languages. *The Statement*, in English, is included below:

¹ <https://www.salzburgglobal.org/multi-year-series/education.html?pagelD=8543>

² https://www.education.vic.gov.au/about/news/Pages/stories/2018/stories_motherlanguageday.aspx

SALZBURG
GLOBAL
SEMINAR

EDUCATION FOR
TOMORROW'S WORLD

The Salzburg Statement for a Multilingual World

In today's interconnected world, the ability to speak multiple languages and communicate across linguistic divides is a critical skill. Even partial knowledge of more than one language is beneficial. Proficiency in additional languages is a new kind of global literacy. Language learning needs to be expanded for all – young and old.

However, millions of people across the globe are denied the inherent right to maintain, enjoy and develop their languages of identity and community. This injustice needs to be corrected in language policies that support multilingual societies and individuals.

We, the participants of Salzburg Global Seminar's session on *Springboard for Talent: Language Learning and Integration in a Globalized World* (December 12-17, 2017 salzburgglobal.org/go/586), call for policies that value and uphold multilingualism and language rights.

The *Salzburg Statement for a Multilingual World* will be supported by a comprehensive report and blogs on key topics published during 2018.

WE LIVE IN A WORLD IN WHICH:

- All 193 UN member states and most people are multilingual.
- 7,097 languages are currently spoken across the world.
- 2,464 of these are endangered¹.
- 23 languages dominate, spoken by over one half of the world's population².
- 40% of people have no access to education in a language they understand³.
- 617 million children and adolescents do not achieve minimum proficiency levels in reading⁴.
- 244 million people are international migrants, of whom 20 million are refugees, a 41% increase since 2000⁵. Migrants and refugees alone would constitute the 5th most populous country in the world⁶.

Our world is truly multilingual, yet many education and economic systems, citizenship processes and public administrations disadvantage millions of people due to their languages and language abilities. We must tackle this challenge if we are to achieve the Sustainable Development Goals⁷, adopted in 2015 by 193 countries to “end poverty, protect the planet and ensure prosperity for all.” A just education system built on strong and fair language policies is fundamental to inclusive progress.

PRINCIPLES

- Multilingualism denotes both the explicit teaching of languages, and the informal patterns of communication that emerge in multilingual societies.
- Plurilingualism is the knowledge of multiple languages by individuals.
- Historical, geographic, and socio-economic circumstances lead to many different forms and uses of multilingualism.
- Multilingual education, and support for social multilingualism by states and international organizations, promotes exchange of knowledge and intercultural understanding and strengthens international relations.

Targeted language policies can enhance social cohesion, improve educational outcomes and promote economic development. Additive language learning approaches allow children to build strong literacy skills in their mother tongues; help communities retain their languages of identity, knowledge and belief; and create opportunities to learn new languages of personal, recreational, cultural or economic benefit. Multilingual policies can sustain the unique and vital resource of language diversity and drive positive change in the world, economically, socially and politically.

We urge individuals, corporations, institutions and governments to adopt a multilingual mindset that celebrates and promotes language diversity as the global norm, tackles language discrimination, and develops language policies that advance multilingualism.

The *Salzburg Statement for a Multilingual World* was jointly drafted in English by Salzburg Global Fellows. All translations have been provided through the goodwill and voluntary efforts of the Fellows and their colleagues. Read the original here: education.salzburgglobal.org/statements

SalzburgGlobal.org

RECOMMENDATIONS

Policy Making

Successful language policy needs input from specialists and active participation of community stakeholders. Making rational and clear decisions about languages in society means:

- Negotiating clear goals that are realistic and achievable.
- Including all stakeholders in the policy process, with a prominent role for teachers at all stages.
- Sequencing policy from pre-school to post-schooling and non-formal and lifelong education.
- Focusing on all language assets and needs, including maintenance, learning and usage of the mother tongues of minority communities.
- Utilizing insights from educational and cognitive research for mother tongue and other tongue learning.
- Harnessing the potential of communication technologies.
- Securing adequate resources for full policy implementation.
- Monitoring and evaluating policy aims and implementation regularly.

Teaching and Learning

The full scope of language policy is social, economic and cultural as well as educational. Lifelong learning of languages is essential for societies to sustain and benefit from multilingualism. Education, skills and labor policies should promote and recognize language learning for all, alongside positive appreciation of language diversity. Children and adults should be able to access integrated and continuous opportunities to develop, enrich and extend their language abilities throughout their lives.

A new paradigm of education is needed that includes traditional and alternative systems of knowledge and leverages modern technologies. Sites for active language learning go well beyond schools and higher education institutions. Streets, homes, social networks, digital environments, and refugee support settings can all actively promote learning and appreciation of languages.

Translation and Interpreting

These services are integral to the design and delivery of public services and information exchange in multilingual societies. Equitable participation in health, education, economic and legal environments relies on freely available and professional language mediation.

CALL TO ACTION

Stakeholders who can drive change include researchers and teachers; community workers, civil society and non-governmental organizations; cultural and media voices; governments and public officials; business and commercial interests; aid and development agencies; and foundations and trusts. We call on them all to help:

- Develop language policies, practices and technologies that support cohesive and dynamic societies with positive attitudes to multilingualism and plurilingualism.
- Actively support language rights, diversity and citizenship in official documentation and public messaging.
- Tackle all instances of discrimination, prejudice, bias and inequality associated with language and literacy.
- Recognize that minorities, migrants and refugees possess high linguistic capital that is of great value for our present and future world.

In their unique way, each of these stakeholder groups can embrace and support multilingualism for social progress, social justice, and participatory citizenship. Together, we can take action to safeguard the cultural and knowledge treasure house of multilingualism for future generations.

¹ *Language Atlas*, UNESCO: <http://www.unesco.org/languages-atlas/>

² Joseph Lo Bianco, "Resolving ethnolinguistic conflict in multi-ethnic societies," *Nature*: <https://www.nature.com/articles/s41562-017-0085>

³ "40% don't access education in a language they understand," UNESCO: <https://en.unesco.org/news/40-don-t-access-education-language-they-understand>

⁴ "617 million children and adolescents not getting the minimum in reading and math," UNESCO: <https://en.unesco.org/news/617-million-children-and-adolescents-not-getting-minimum-reading-and-math>

⁵ *World Migration Report 2015*, International Organization for Migration: <https://www.iom.int/world-migration-report-2015>

⁶ *The Fifth Largest Country*, Population Connection: <http://www.populationconnection.org/article/fifth-largest-country/>

⁷ *Sustainable Development Goals*, United Nations <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 1

Languages Teaching and Collaboration

by Anna Henwood and Olivia Latrache



Authors' Biographies:

Anna Henwood has a Masters in Modern Languages Education (University of Melbourne), has worked in projects with writers of the Australian Curriculum. Having previously taught adult and secondary students, Anna currently leads an Italian program at North Melbourne Primary School. She has enjoyed supporting early career language teachers through the MLTAV mentoring program.

Olivia Latrache has started two successful French language programs from ground level in Victorian schools. She currently leads the French program at Wembley Primary School. Olivia is passionate about using technology to facilitate language learning.

Anna and **Olivia** have worked together over several years on a variety of language learning projects, including building online blogs to support curriculum development and student learning. In their most recent collaboration, they created units of work using the Victorian Curriculum: Languages. These units are available on the Victorian Department of Education website, FUSE. Anna and Olivia firmly believe that professional collaboration across languages is key to enhancing professional practices.

Article:

The Benefits of Collaboration

To collaborate means working together to achieve a common goal - to cooperate, to participate, using teamwork and joint effort. Collaboration is more than the sharing of ideas or being present in a conversation. In fact, to truly collaborate takes more than being a recipient or critiquing an idea but requires active and equal involvement from everyone. It is a requirement for all Australian teachers to participate in professional learning and to connect with the broader teaching community. According to the Australian Institute for Teaching and School Leadership (AITSL) professional standards (AITSL, 2017), teachers from graduate to lead level are expected to: **engage in professional learning** (Standard 6) and to **engage professionally with colleagues, parents/carers and the community** (Standard 7). These requirements may seem difficult to

achieve, as language teaching in Australia can often be a very lonely path. Sometimes a language teacher is individually responsible for the planning, delivery and assessment of Languages for all students in a school. Some language teachers work in small teams or on their own and have limited opportunities to collaborate in their own school.

One way language teachers can connect is through **membership of professional associations and cluster groups that support language teachers**. We have found these provide invaluable opportunities to develop our professional practice and build networks. The Modern Languages Teachers' Association of Victoria (MLTAV) is an example of an association that creates a forum where language teachers of all backgrounds can collaborate. Although the Victorian Curriculum: Languages documents are language-specific, there is no reason why professional conversations should be limited to language clusters.

Our collaboration across Languages has been beneficial towards our own growth as professional teachers of Languages. One benefit we have identified is the **time saved by sharing ideas**. In particular, we have both shared language texts that use repetitive language and can be transferred across different Languages and cultures. Another benefit of our professional sharing of ideas has been **creating opportunities for students and their families to engage with language learning outside of the classroom**. To achieve this, we have collaborated together to develop online blogs for our respective language programs to enhance student engagement, as well as keeping families involved.

Based on the success of our collaborations we were inspired to present a 120-minute workshop at the 2018 annual MLTAV conference, titled *Creating Units of Work: A collaborative approach*. The goal for the workshop was to work with the teachers involved to build a unit of work from a common text. During the workshop we encouraged participants to collaborate across Languages and to identify student-learning opportunities aligned to the Victorian Curriculum: Languages. Feedback from one participant was that they “enjoyed networking and sharing other ideas with colleagues.” We were encouraged that the workshop provided an opportunity to experience the benefits of cooperating with teachers of other Languages.

We have found many other ways of collaborating successfully and suggest the following:

- Joining professional associations;
- Following language groups on social media;
- Attending conferences, workshops and other professional learning opportunities;
- Visiting other schools;

- Mentoring beginning teachers;
- Meeting colleagues and creating professional networks; and
- Adapting and sharing online resources.

MLTAV and Victorian Government, Department of Education and Training Collaboration to Create Exemplar Units of Work

The Victorian Department of Education and Training (DET) collaborates closely with the MLTAV to support quality teaching and learning of Languages in Victoria. The MLTAV recently received funding from the Department to facilitate the development of Units of Work aligned to the Victorian Curriculum: Languages to be made available on FUSE, the Department's online platform for educational resources (DET, 2018). We were invited to work on this project to create a unit of work for Italian (Years 3/4) and French (Foundation level). We collaborated closely with the MLTAV Project Manager, Kylie Farmer, and the graphic designer, Jen Morrison, to provide the high quality, visually appealing resources.

Discovering French (DET, 2018a) focuses on the first steps in delivering a language program at Foundation level. It introduces children to the French language and culture, through the use of a famous French puppet, Guignol. Foundation students are supported to develop good language learning habits and classroom behaviours through games, songs and other age-appropriate activities. In the planner, there are several links to free resources, such as YouTube videos and *My Passport to Languages* (French), a booklet developed by the Victorian DET for students to document and share their learning. These free resources may prove useful to other language teachers when developing future units of work. The unit of work also includes the posters and flashcards that teachers can use as they implement this unit. The games encourage respectful classroom participation to discover and experiment with the target language.

The Italian resources include a storybook in Italian, a role-play using the target language from the story, and a 10-lesson unit of work aligned to the Grades 3 and 4 Victorian Curriculum: Italian (DET, 2018b). *Galileo Galilei* is a colourful storybook, which presents the target language for the unit. The role-play enables students to work in small groups to act out and narrate the text from the storybook, with colour coding to enable students to easily follow parts in the role-play. When summarising the storybook text to write the role-play, repetitive language is used so that students are offered the opportunity to learn pronunciation and meaning of new phrases. The unit of work is carefully planned so that teachers are able to support student engagement with a new text.

Both the French and Italian Units of Work identify the Victorian Curriculum Content Descriptions addressed through the unit. They also suggest assessment activities which can be included to inform teachers'

understanding of students' progress towards the relevant Achievement Standard. The Units of Work and all resources needed to implement the units are now available to download from FUSE. We were very pleased to be part of this exciting project and hope the resources will both support and inspire teachers as they implement the Victorian Curriculum in their own schools.

In conclusion, we encourage you to consider Henry Ford's words on collaboration: *“Coming together is a beginning, staying together is progress, and working together is success.”*

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DET. (2018a). *Discovering French*. Retrieved June 11, 2018, from FUSE: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=bcc99c22-9464-43bc-9900-553061ae6d3e&SearchScope=All>

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**2018 NATIONAL CONFERENCE
FOR TEACHERS OF GERMAN**

**NACHHALTIG
MIT DEUTSCH
SUSTAINABLE
WITH GERMAN**

We invite all educators to submit papers for consideration that relate to their research, experiences and strategies for learning, teaching and the promotion of the German language. Consider offering a session, or sharing a presentation with another teacher, or encouraging a colleague to contribute.

Submit papers by 6 July 2018 via the form on our website.

**ONLINE REGISTRATION
BY 17 AUGUST 2018 AT
www.goethe.de/australien**

PRELIMINARY PROGRAM

**FRIDAY
31 AUGUST 2018
12.00pm - 5.30pm**
Registration
Lunch
Trade Show
Conference: Keynotes
5 Parallel Sessions

6.30pm - 10.00pm
Conference Dinner
with live music

**SATURDAY
1 SEPTEMBER 2018
9.00am - 4.30pm**
Registration
Trade Show
Conference: Keynotes
5 Parallel Sessions

**31 AUGUST AND
1 SEPTEMBER 2018
BAYVIEW EDEN
HOTEL MELBOURNE**

**GOETHE
INSTITUT**

MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 2

The VCE Second Language study designs (2019 - 2023)

by Maree Dellora

Author Biography:

Maree Dellora is currently the Manager of the Languages Curriculum Unit in the Victorian Curriculum and Assessment Authority. She has managed numerous curriculum projects including the design of F-10 curriculum and assessment material, the development of VCE Language studies and the quality assurance of VCE assessments. She currently manages a project to support the teaching of Victorian Aboriginal Languages in schools. Maree has worked as Head of a Languages Faculty, Area Manager in the Victorian School of Languages, consultant and interpreter. She completed a Masters in Applied Linguistics at the University of Melbourne.

Session blurb: The Victorian Curriculum and Assessment Authority has now completed a review of twelve VCE Second Language studies: Arabic, Chinese Second Language, Chinese Second Language Advanced, French, German, Greek, Indonesian Second Language, Italian, Japanese Second Language, Korean Second Language, Spanish and Vietnamese Second Language. A staged implementation of these studies is planned which will mean that Units 1 and 2 of the new studies will be implemented in 2019 and Units 3 and 4 will be implemented in 2020. In this session we will discuss the new structure of these VCE Second Language study designs and some strategies for their implementation.

Session PowerPoint:



VCE Languages reviewed

The Victorian Curriculum and Assessment Authority has now completed a review of twelve VCE Second Language studies:

Arabic	Indonesian Second Language
Chinese Second Language	Italian
Chinese Second Language Advanced	Japanese Second Language
French	Korean Second Language
German	Spanish
Greek	Vietnamese Second Language



VCE Languages reviewed

All twelve reviewed study designs are now available on the Victorian Curriculum and Assessment Authority website



Staged Implementation

- **Units 1 and 2 of the new study designs will be implemented in 2019**
- **Units 3 and 4 will be implemented in 2020**



- **The accreditation period for these studies will be 2019-2023**

Implementation Briefings

- **Implementation briefings to discuss the changes to these study designs will be conducted between May and August 2018**
- **Details of the briefings were published in the April VCAA Bulletin and are on the VCAA website**



Features of revised VCE Second Language studies

- Online *Advice for Teachers (AFT)* documents will be devised for all 12 languages
- The *Advice for Teachers* replaces the current *Assessment Handbook*
- Exam specifications and sample SACS will no longer be in study designs



Features of revised VCE Second Language studies

- Entry statement in study designs:
Second language studies are
“designed for students who have
typically studied the language for at
least 200 hours prior to commencing
Unit 1”



Features of revised VCE Second Language studies

- **Structure builds on the concepts and terminology in the Victorian Curriculum F–10 to allow a clear transition**
- **Viewing included as 5th macroskill**
- **Assessment tasks for Units 1 and 2 to be devised by the teacher**
- **Key knowledge and key skills for each area of study are in separate lists.**

School-assessed coursework



Units 1 & 2

**3 assessment
tasks per unit**

**Schools report results
to the VCAA: Only S/N**

**Responses in English
for Unit 1 Outcome 2**

Units 3 & 4

3 SACs – Unit 3

3 SACs – Unit 4

**Report results to the
VCAA: S/N and marks**

**No SAC responses
required in English**

Features of revised VCE Second Language studies

Each study design sets out

- Prescribed themes and topics for the specific language and culture/s
- Suggested subtopics
- Text types students can be expected to produce
- Styles of writing – personal, imaginative, persuasive, informative and evaluative
- Grammar list

Cross-study specifications – common to all languages



Features of revised VCE Second Language studies

- **Students are required to study and analyse “cultural products or practices” as part of some assessment tasks and SACS.**
- **Cultural products and practices may include: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.**



Three Areas of Study in each unit

- **Interpersonal communication**
- **Interpretive communication**
- **Presentational communication**



The outcomes for each unit reflect these.

Features of revised VCE Second Language studies

In Unit 3

- **Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study**
- **Students participate in a role play to negotiate a solution to a personal issue**
- **Students express ideas in personal, informative or imaginative writing**

Unit 3 - Outcomes	Marks	Assessment tasks
Outcome 1 Participate in a spoken exchange to resolve a personal issue	20	A three- to four-minute role-play, focusing on negotiating a solution to a personal issue
Outcome 2 Interpret information from texts and write responses	15	Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic
Outcome 3 Express ideas in a personal, informative or imaginative piece of writing	15	An approximately 250-word personal, informative or imaginative piece of writing
Total marks	50	

Features of revised VCE Second Language studies

In Unit 4

- Two SACs in Unit 4 can be on the same subtopic
- There are three separate SACs two of which require analysis of chosen aspects of culture (and can be on the same topic)
- Students produce a piece of evaluative or persuasive writing on an issue (SAC 3)



Unit 4 - Outcomes	Marks	Assessment tasks
Outcome 1 Share information, ideas and opinions in a spoken exchange	20	A three- to four-minute interview providing information and responding to questions about a cultural product or practice
Outcome 2 Analyse information from written, spoken and viewed texts for use in a written response	15	An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts
Outcome 3 Present information, concepts and ideas in evaluative or persuasive writing on an issue	15	An approximately 300- word evaluative or persuasive piece of writing
Total marks	50	



Features of revised VCE Second Language studies

- Chinese Second Language (CSL) and Chinese Second Language Advanced (CSLA) are in separate study designs
- Character list for CSL has 440 characters
- Character list for CSLA has 618 characters
- No translation tasks in VCE Chinese studies
- In Japanese Second Language (JSL) there is now only one list of prescribed Kanji



External Exams

Oral Examination
approximately 15 minutes

Written Examination
2 hours plus 15 minutes reading time.

Sample exams will be provided for all twelve studies



For ongoing information

The VCAA Bulletin provides regular updates on briefings and all other curriculum and assessment issues

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VCAA Bulletin

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What's inside this edition

- Excellence & Awards
- Early Years
- F-10
- VCE
- VCAL
- VET
- Administrative Advice
- Bulletin Board

For a full list of contents see [page 2](#)

Literacy and numeracy consultation

Should students have to meet minimum standards of literacy and numeracy to be awarded the VCE or VCAL?

The Minister for Education, the Hon. James Merlino MP, has asked the VCAA to consult widely in investigating this important matter and report back with findings and recommendations by the end of August 2018.

The VCAA has written a [consultation paper](#) on this issue, which provides background information and a focus for discussion, and can be downloaded from the VCAA website.

VCAA CEO, Dr David Howes, welcomes a broad range of contributions in this consultation: 'I encourage all teachers, principals, students and the wider community to respond to the paper or attend one of the consultation events.'

To have your say:

- attend one of 15 consultation events in metropolitan or regional Victoria
- submit a written response by email, online survey or mail.

Responses must be returned no later than **Friday 18 May**.

Please refer to [Notice to Schools 26/2018](#).

VICTORIA
State Government

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

State Government Victoria

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MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 3

'Old' Tools, New Tricks: Increasing Student Engagement through Gamification

by Jade Cleave

Author Biography:

Jade Cleave is the Head of Middle School Japanese at Haileybury, based at the Edrington campus in Berwick. She is a strong advocate for ICT in education, and is driven to effectively utilise ICT to enhance pedagogical practice and student outcomes. As an Ordinary General Member on the MLTAV Committee in 2018, she is passionate about connecting with language educators to support them in successfully implementing a variety of ICT solutions into their own classrooms. Jade is also currently studying at The University of Melbourne to obtain her Master of Education, specialising in assessment and pedagogy.

Article:

Gamification can be an effective means of engaging students in learning a language, revising content, and also conducting formative assessment throughout a unit of work. A number of gamification platforms including Kahoot and Quizlet have become well-known amongst language teachers, however, there are ways that language teachers can take better advantage of the full capabilities of these tools, with new features and improvements being regularly added. The following article will explore lesser-known functions of the familiar platforms Kahoot and Quizlet as a means of increasing how to engage students through gamification.

Kahoot Ghost Mode

Kahoot Ghost Mode allows for students to 'play against' previous Kahoot quiz results, whether they be their own scores, or even scores from students in another class. The 'ghost' players play alongside 'live' students in real-time, with their answers and response times remaining exactly the same as when the quiz was originally played. This is a fantastic way to promote healthy competition within or between classes, and is also a great way for students to see personal improvement. If you would like to be able to see who the previous and new scores belong to, it is important to remind students to join the game using their real name as opposed to a nickname.

To access 'Ghost Mode' scores for a previously played Kahoot, click on the blue 'View all of your results' button on the right-hand side of the Kahoot home page after logging in. You will then see purple buttons labelled 'Play again' alongside a Ghost icon down the right-hand side of the screen for each of the Kahoot quizzes you have previously played. Clicking on this purple button will launch the Kahoot in 'Ghost Mode', allowing your students to play against these previous scores. Next to the purple 'Play again' button, you will also see 'Share link' underlined in purple text on the very right-hand side of the screen, which will generate a link that you can share with colleagues to have their classes compete against scores from your students. If you intend to share your Ghost Mode Kahoot results with colleagues teaching other classes, be sure to set the Kahoot to 'Public' when creating the quiz, otherwise others will not be able to access your quiz in Ghost Mode. Ghost Mode has been a fantastic motivator for my students in a number of situations, particularly in preparation for tests and exams, and also as a form of summative assessment to see improvement in student scores throughout a unit of work.

My Results

SHARE LINK

Send this link to your students and colleagues to beat previous scores!

Players' nicknames will be displayed in the game, but removed from the results download.

<https://play.kahoot.it/#/?quizId=0f3eadcd-1f54-4...>

Copy & share the link above

[What is Ghost Mode?](#)

RECENT RESULTS

31st Oct 14:46 Year 7 Unit 4 Family, Pets, Adjectives

31st Oct 14:38 Year 7 Unit 5 Vocab

31st Oct 08:55 The Battle of Hastings

[View all of your results](#)

Track the progress of everyone who plays

↙ **Beat your score!**

 Download

 Save

 Play again

[Share link](#)

Kahoot Jumble

Kahoot Jumble is a new function of Kahoot released in 2017, and is a novel twist on the traditional multiple-choice based Kahoot quizzes. In a 'Jumble' Kahoot, students are instead required to re-order four choices, whether it be words, characters or numbers, into the correct order based on the given question. These 'Jumble' questions still require students to rely on both speed and accuracy to accumulate points, with higher points being awarded to the fastest correct responses. The number of applications of this new style of Kahoot is limited only by your imagination, however, I have found it especially useful for testing students' understanding of word order within sentences. It could also be a great way to quiz students on their knowledge of numbers, by requiring them to order the given numbers from smallest to largest. As a teacher of Japanese, my colleagues and I have also frequently used Kahoot Jumble to reinforce understanding of particle use.

To create a 'Jumble' Kahoot, press the 'New K!' button in the top right-hand corner of the home screen, and choose 'Jumble'. After providing a

title and some other information for your quiz, you will be prompted to start creating 'Jumble' questions. After writing out your question, you are asked to give the four parts to your answer in the correct order. These four parts will be automatically randomised when the quiz is being played. 'Jumble' Kahoot quizzes require students to think more carefully about their responses in comparison to a traditional multiple-choice Kahoot quiz, and are a great way to have students utilise their knowledge of grammar patterns.

Create a new kahoot



Quiz

Choose correct answer from multiple alternatives



Jumble

Drag answers in the correct order



Discussion

Ask a question to spark debate



Survey

Gather audience's opinions

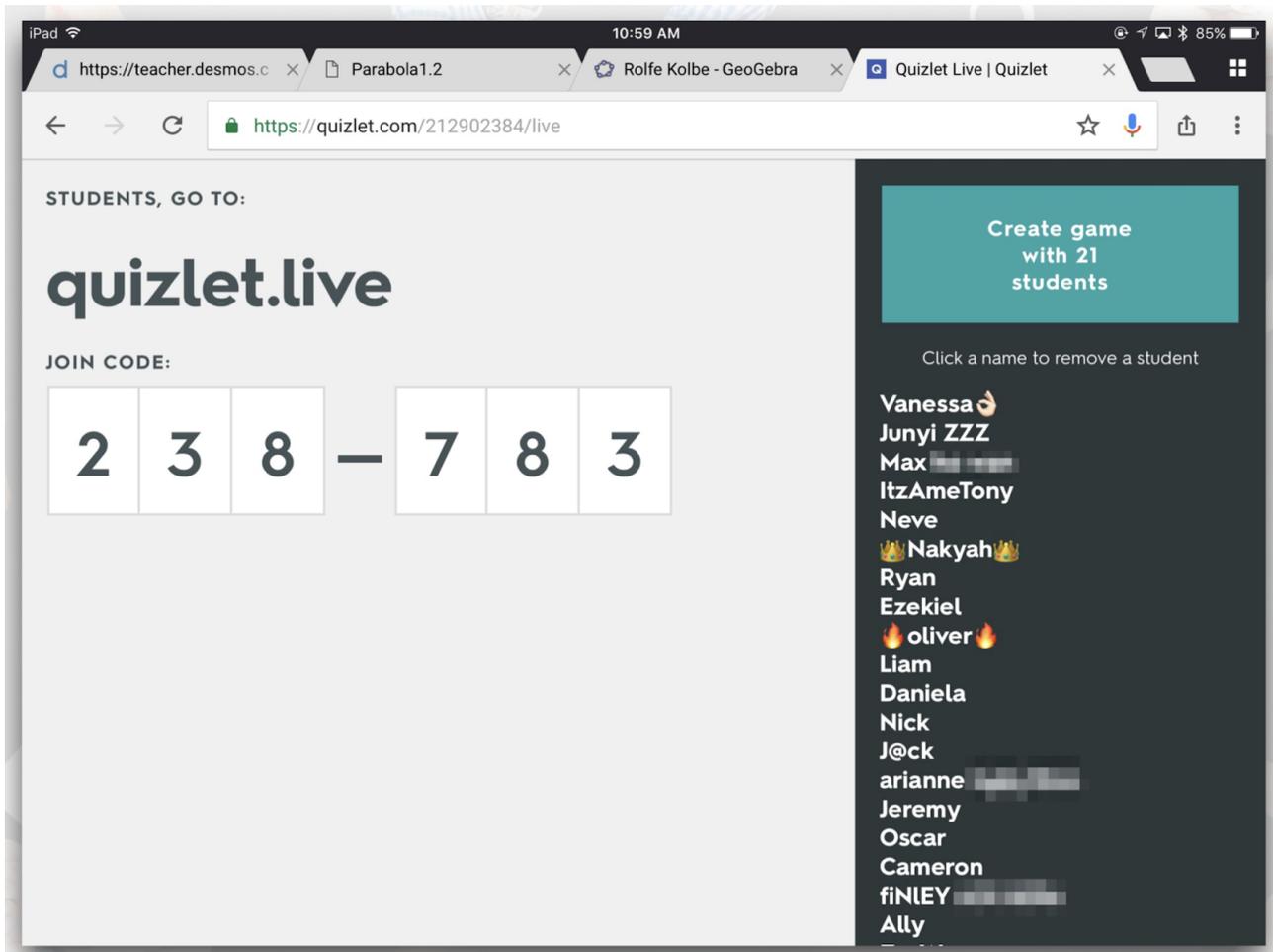
Quizlet Live

Quizlet is a flashcard-based online platform that has traditionally been used for students to revise grammar and vocabulary individually. Quizlet Live transforms this platform from an individual to a class-based activity, where students are placed in groups and are required to work quickly and accurately as a team to correctly match terms and definitions. As with the Quizlet platform itself, Quizlet Live can be played on any device that can navigate to <http://quizlet.com>, but is more suited to mobile devices that allow students to move freely around the classroom.

To start a Quizlet Live game with your class, choose a flashcard deck, and select the 'Live' button in the top right-hand corner of the page. Similar to Kahoot, a code will then be generated for students to enter when they navigate to the website <http://quizlet.live>. Students join by entering the code and their chosen nickname, with teachers having the option to remove

any inappropriate nicknames before beginning the game. Once all students have joined, they are sorted into random teams, and need to move around the class to sit or stand with their teammates. All students within the same team will see the same ‘term’ on their device, but each student within the group will have their own unique set of four multiple-choice responses. Students need to work together to determine who of their group members has the correct response on their device. Teams race to be the first to reach a certain number of responses - usually 12, but this can vary depending on the number of terms in the flashcard deck. Accuracy is equally if not more important than speed during a Quizlet Live game, as an incorrect answer sends the whole team back to zero! Before starting the game again, all students in the team are shown the correct response to the question. The leader board with team progress can be displayed on a projector by the teacher.

Although the Quizlet platform is free for students and teachers to use, it is possible for teachers to purchase a Quizlet Teacher subscription, which provides some additional Quizlet Live features, including the option to choose which language you would like students to see first throughout the questions, i.e. an English term with four choices of possible L2 definitions, or vice versa, the ability to manually place students in certain teams, and the ability to add audio to Quizlet Live questions.



Silent Quizlet Live

Once your students have become familiar with both the mechanics of Quizlet Live, you can challenge them to try a ‘Silent’ Quizlet Live. This is best attempted towards the end of a unit of work when students are reasonably confident with the given content, as it requires them to rely more on their own knowledge rather than the collective knowledge of their team. This is a great way to challenge students to rely more on their own knowledge, and can be a nice change from the usual noisy chaos of Quizlet Live!

After students have been sorted into random groups, they should be given around 60 seconds to meet with their teammates and create a set of non-verbal signals to communicate with each other from across the room. For example, if a student does have the correct answer on their device, they might give a thumbs-up to their teammates, or a thumbs-down if they don’t have the correct answer. They should also create a signal to say ‘I’m not sure’, or ‘I’m finished!’. After they have had time to discuss their non-verbal signals, students then need to spread out around the room, away from their teammates. Students with a lower ability level can be supported by allowing them to have a vocabulary list to which they can refer throughout the game. To win the game, students now need to communicate silently with their teammates from across the room.

Quizlet Diagrams

Quizlet have also in the past year introduced ‘Diagram’ mode, which allows students to match terms or definitions with an image or a diagram. This is a fantastic way to engage younger learners and learners who retain knowledge more effectively through a visual medium. I have found it particularly useful when teaching the Hiragana and Katakana writing systems for Japanese, as well as topics such as body parts and giving directions using maps. Quizlet Diagrams can be used both for individual student study and as the basis of a Quizlet Live game.

To create a Quizlet Diagram flashcard deck, choose the ‘Create’ button at the top of the Quizlet home screen after logging in, and click the ‘Choose an image’ link in the ‘Add an annotated diagram’ box at the top of your blank flashcard deck. You will then be prompted to choose an image on which to base your diagram, and you can then label this diagram using the toolbox on the left-hand side of the screen.

Create a new study set

Subject, chapter, unit

TITLE

+ Import from Word, Excel, Google Docs, etc.

Visible to everyone [Change](#) Only editable by me [Change](#)

Add an annotated diagram
Drag and drop any image or [choose an image](#).

1 Enter term TERM Enter definition DEFINITION



MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 4

The Lessons Learnt from Teaching Languages Internationally

by Marc Favre

Author Biography:



Marc Favre is a French teacher with over 10 years' experience. He has taught in Australian government schools as well as in international schools in Dhaka, Dubai and Istanbul before returning to Australia in 2017. Marc has worked as a curriculum author and lead examiner for the International Baccalaureate and is always looking for opportunities to talk to and learn from other language teachers.

Article:

After starting my language teaching career in Melbourne, I took up an opportunity in 2009 to teach in an international school. My views and expectations of what language teaching could and should look like have never been the same since. That journey took me to Bangladesh, the U.A.E. and Turkey and many unforgettable personal experiences along the way. It also opened my eyes to language teaching and learning alternatives beyond the Australian mindset.

There is no doubt that we face serious obstacles in motivating students to learn Languages in Australia. Our native tongue is the most widely spoken language in the world. Our geographic location and lack of a shared border means that we have to travel far and at significant cost to visit a place where English is not the native tongue, so the relevance of language learning is not as obvious here as it is elsewhere.

These points are all valid.

However, nothing can excuse Year 9 students not being able to count to 20 or being unable to say "I live in Melbourne" correctly after 2.5 years of instruction in a language in Victorian schools. Nothing can excuse Year 9 students from being asked to complete a poster on French/Italian/Japanese/Spanish/Indonesian/German food in *English* as a major assessment task. Upon returning to Victoria to teach French in 2017 and working as a CRT in several different schools in Melbourne, these scenarios

kept presenting themselves. I found such comparatively low expectations of language learning in public and private schools alike.

My travels gave me the privilege of working with some of the most talented language teachers who routinely achieve unthinkable results by Victorian standards. These teachers build programs that insist on higher expectations of language learners: programs that insist on students being able to introduce themselves unprompted by the end of Term 1 in Year 7, programs that have students writing 150-200 words in the target language without notes or dictionaries by mid-Year 8, and programs that demand that all major assessment tasks be completely devoid of the students' mother tongue and entirely in the target language by Year 8.

Australian students and teachers are not less intelligent or able when it comes to learning or teaching Languages, but we do have disappointingly low expectations when it comes to language learning in this country. Low expectations do not foster high levels of motivation. We need look no further than the combined VCE completion rates of our main non-English second language offerings for evidence of that. According to the VCAA, in 2016 the combined total of students who took a second language subject in Year 12 was 7,108 out of a total of 50,840 students who started Year 12 that year - under 14% of the total. Given that every single one of those students most likely studied a language in Years 7 and 8, these numbers clearly indicate that the current system is not motivating and retaining students as well as it could or should. There is no need for me to preach to the converted here about the many benefits of second language learning - what we need to focus on is how to do a better job of motivating more students to pursue their language study in Victoria so that a greater number access those benefits.

I do not pretend to have a quick fix to this issue, but my experiences in schools with successful language programs taught me key ingredients in building a successful and challenging language program that both engages and retains students in language learning. I talked through all these points in greater detail at the MLTAV conference, and will go through each of them quickly here:

1. Build a language learning team

This has to be the first and the most important step. No strategy or program can be successful without buy-in from the whole teaching team. One way to ensure this is to involve the whole team in any restructure of the program. Other ways to build towards this are simple little daily actions like sharing best practice at department meetings on a rotational basis, helping each other out with photocopies and introducing the Swedish concept of 'Fika' to department meetings - a great way to build community, encourage meaningful discussion and ensure the laptops are

put away for the duration of the meeting.

2. Teach content that students see value in. (Question/throw away text books)

Don't tie yourselves and/or your students blindly to a set text. There's no better way to kill off engagement in language learning than starting every lesson with "Turn to page ...". Tailor your curriculum to tackle useful aspects of language learning that students could hypothetically see themselves using in the countries where the target language is spoken. Instead of a unit on "Cities/Towns", consider one on "Asking directions" or "Bartering". Instead of a stand-alone unit on "Family" consider a discovery-based unit like "Who am I?" that builds on prior knowledge and feeds into further learning.

3. Establish school-wide clear and logical language progression continuums

If the teachers aren't organised, we can't expect the students to be. Ideally teachers should start the year with all units in place and all summative assessments agreed upon. There will naturally be tweaks and changes along the way, all effective teachers need to respond to their students' needs, but the teacher must provide direction. Again, don't rely on textbooks to provide logical progression - if you want something done right, do it yourself. No need to re-invent the wheel - pick and choose from existing resources by all means - *but the primary aim must always be to ensure that your language program is continually building on prior learning whilst working logically towards set future content.*

If the unit of "Time" is only taught once in Year 8 and time is never referred to again in the pre-VCE years, don't be surprised if your Year 11s can't discuss a TV program in the target language. If the past tense is taught at the beginning of the year and the rest of the year is focused on the future tenses, don't be surprised that students have forgotten how to form the past tense in that end-of-year exam. A sound language program includes the systematic and ongoing review of prior learning in authentic contexts whilst introducing new material - and there isn't a textbook I've come across yet that does this effectively. This year at Elwood Secondary College, we made the decision to go textbook-free in teaching French for the first time and the feedback from students, parents and administrators has all been positive.

Communicate and publish expectations for students at the start of every year/term/unit - this gives direction and allows students to set goals and feel a sense of achievement when they meet their objectives. In the first lesson of the year, when I told my Year 7s that they'd be writing 100 word texts in French without dictionaries in 6 months, they were apprehensive - this made the moment the vast majority of them did so

all the more satisfying for them. Students being challenged and succeeding in reaching seemingly lofty targets is perhaps the most effective way to whet their appetite for continued language learning. Students want to learn - our job is to facilitate that desire and help them succeed.

At Elwood, the language teachers sat down in Term 3 last year and came up with measurable expectations for students in the pre-VCE years. We broke up the four main language skills - writing, speaking, listening and reading - and charted a continuum of progress in each skill from Year 7-10. The emphasis for each skill was spontaneity - no dictionaries, notes, previously seen texts etc. - we wanted our assessment to authentically represent our students' language capabilities.

For example, the amount of words students would need to write in the target language without using a dictionary in summative tasks started at 75-100 in Year 7, 100-150 in Year 8 and up to 250 in Year 10. The response from students has been overwhelmingly positive and the number of students choosing to continue with their language learning past Year 8 is increasing year-on-year. When students can see their own progress, and feel that they are getting something out of their time in a subject, they are more likely to pursue it into VCE.

4. Incorporate inquiry-based learning and student choice into the language classroom

Inquiry-based learning is essentially simply a shift from telling/giving students content to having them discover it for themselves. When introducing verb conjugations for example, instead of reading out directives from a table on the board, give students a text with the same verb conjugated to different pronouns and ask them what they notice. I have found that empowering students to discover content for themselves is not only more interesting, stimulating and challenging for them than passively absorbing teacher ramblings, but retention is also usually improved through inquiry-based methods.

As already discussed, it is the teacher's responsibility to design curriculum and build a logical, challenging and structured language program - that does not preclude students from having input into how they learn a language though. My advice for student choice is to start small and work your way up. Start with giving students a choice in how to review their vocabulary out of 2-3 available options and then work up to bigger and better things such as assessment and even curriculum design as the trust and confidence between teacher and students grows.

5. Establish assessment tasks and practices that build student success and confidence in producing and understanding the target language

Every assessment task must have a purpose - avoid testing for testing's sake or simply because you need a mark for reports. Purposeful and targeted formative assessment tasks are invaluable to students and teachers in building the skills necessary for success in a summative assessment. Use assessment to build success and confidence. If a student 'fails', don't leave it there, work with the student until she/he achieves success on the given content. Re-work the assessment task, re-address the content, let the students know that you are not going to give up on them and they'll be less likely to give up on you. Language learning is a cumulative process, or at least it should be. There is no point pushing on from unit to unit unless the key components of the prior content have been understood and can be used successfully.

When students see value in their assessment tasks and can trust that they are worthwhile, are deliberately planned and working towards greater success, they will be more likely to invest time and effort into them. If assessment tasks can motivate, rather than intimidate students, then we'll be well on our way to building classroom environments that encourage students to persevere with language study and achieve the many life-long advantages that language learning brings.

Thank you for taking the time to read this article. If you have any further questions or comments, I would be delighted to hear from you - fav@elwood.vic.edu.au.

Languages Teacher Job Vacancies - Victoria

A reminder to MLTAV members to keep your eye on the Job Vacancies icon link on the MLTAV website homepage for Languages Teacher Job Vacancies advertised by member schools throughout Victoria.

If any MLTAV member school wishes to advertise a 'Language Teacher Position Vacant' notice via this mechanism, please contact Kerry O'Connor, Office Manager, MLTAV - info@mltav.asn.au / 0437 130 976.



www.mltav.asn.au

MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 5

Teaching Science Through Chinese in a Primary School Setting

by Viola Chen, Abbie Liu and Jiani Sheng

Authors' Biographies:

Viola Chen joined Overnewton Anglican Community College in 2013 and has been a key figure implementing its CLIL program at Keilor campus. She currently uses CLIL to teach Science-related topics through Chinese as part of the school's Cross-curricular Learning in Junior School. Viola completed her Master of Teaching at the University of Melbourne in 2012 and the Professional Certificate in Education (CLIL) there in 2013.

Abbie Liu was born in Shanghai and speaks Shanghais, Mandarin and English. She has a Bachelor of Arts (English Languages), a Master of Teaching (Early Years) and a Professional Certificate of Education (CLIL). Abbie currently teaches CLIL Science (Prep - Year 4), 2017 - now.

Jiani Sheng As an experienced teacher of Mandarin, Jiani has held Languages Leadership positions in government primary schools and applied AIM teaching methodology into her teaching practice at her last school, Carey Baptist Grammar School. She is currently teaching a CLIL program for students from Years 1 to 4 at Overnewton College.

Article:

In 2014, Overnewton Anglican Community College launched the CLIL Mandarin program to the Prep students. CLIL, or Content Integrated Language Learning, is an approach of teaching subject content through a second language. At Overnewton College, some Science-related topics selected from the school's Cross-curricular Learning are selected to be taught through Mandarin. During the past four year's development, now this program is running throughout the whole Junior School (Prep to Year 4). During the workshop, the Mandarin teachers Viola, Abbie and Jiani introduced the school's CLIL Mandarin program with different focuses of lower year levels (Prep - Year 2) and higher year levels (Year 3 & 4).

CLIL in Lower Year Levels

Currently Prep - Year 2 students have a 25-minute Mandarin lesson every day. Prep students start with general topics such as greetings, colours,

family members, numbers and so on, as a foundation for further CLIL learning, which happens in Term 1, followed by two Science units. Year 1-4 students complete one unit per semester. Each unit has a central idea in English which is translated and simplified into Mandarin. The Mandarin teachers break down the English teaching content into several parts, map out the key vocabulary and sentences, and design activities to facilitate content and language learning.

A Prep unit is presented as an example. The central idea is *Plants are a life sustaining resource for us and other living things*. In Mandarin, 生物(plants) 需要(need)植物(plants). It consists of two parts: living things and plants. Each part is listed with content/skills, taught language and activities.

Living things:

- Content/Skill: Categories three types of living things.
- Language: 生物 Living things, 植物 Plants, 动物 Animals, 人 Human, 有 have/include, 是 is, 不是 is not.
- Activities: Sorting pictures/ Explaining Everything on iPad

Learning Intention: We are learning to categorise living things and non-living things and identify the types of living things.



Picture above: Student work sample of sorting pictures

- Content/Skills: Identify a living thing
- Language: 为什么 why, 因为 because, 吃饭 eat, 喝水, drink, 呼吸 breathe, 长大 grow up
- Activities: Singing and pair talk



Picture above: The Song created by Powtoon

Plants:

- Content/Skills: Identify parts of a plant
- Language: 植物 Plant, 花 Flower, 茎 Stem, 叶子 leaf, 根 root
- Activities: Gestures, Singing, circle time, Science lab - planting a seed, *Seed Diary*



jīn tiān shì 十 yuè 五 rì 。
今天 是 十 月 五 日 。

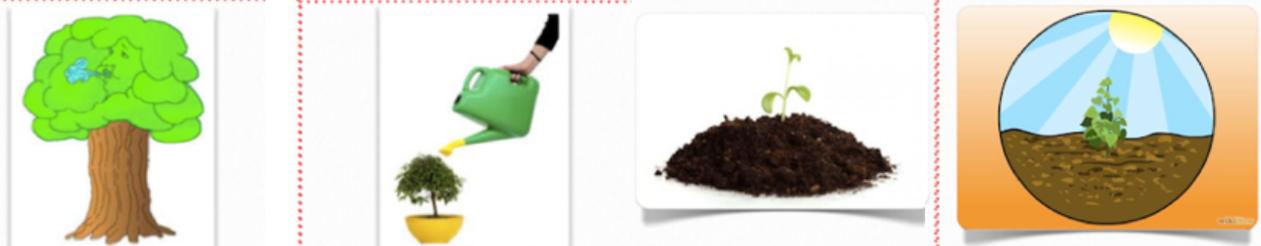
dì 五 tiān wǒ kàn dào
第 五 天 ， 我 看 到



Pictures above: Student Work Sample: Seed Diary

- Content/Skills: Explore needs of a plant
- Language: 什么 what, 水 water, 空气 air, 土 soil, 太阳光 sunlight
- Activities: Videos, Circle-time, Observation, Modified picture books

Yuedu - 28



zhí wù xū yào kōng qì
植物需要空气。

zhí wù xū yào shuǐ
植物需要水。

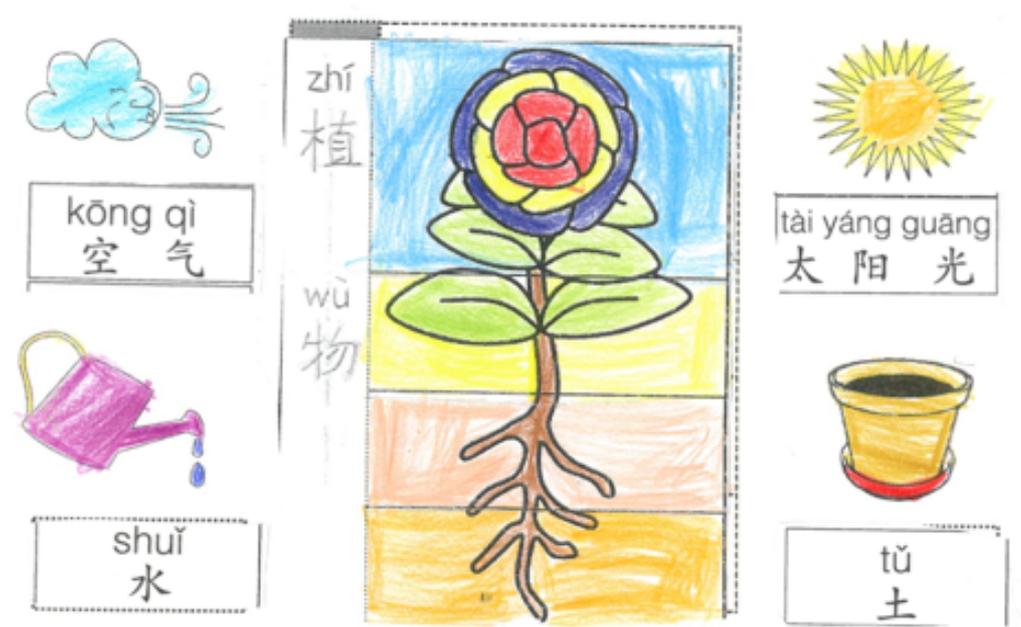
zhí wù xū yào tǔ
植物需要土。

zhí wù xū yào tài yáng guāng
植物需要太阳光。

Pictures above: Home Reading Text

For students of lower year levels, lots of hands-on activities are designed to cultivate their learning interests and allow them to reflect on the learning and practise the language in an authentic learning environment. Also, gestures, visual aids and artefacts play an important role in making the concept 'real' and fun.

Learning intention: We are learning to identify the parts and the needs of a plant.



zhí 植

wù 物

kōng qì
空气

shuǐ
水

tài yáng guāng
太阳光

tǔ
土

Pictures above: Student work sample of summative task

CLIL in Higher Year Levels

Years 3 and 4 students have three 25 - minute lessons and two 50-minute lessons per week. The increased time is planned to focus on their Mandarin literacy skills such as Pinyin (Chinese phonetics) and character writing.

Take a Year 4 unit as an example. The Central Idea is ‘Machines have allowed humans to become more efficient in everyday life’; 机器 (Machine) 让(let)生活(life)更(more)方便(efficient). The students start the unit with some provocation activities. First of all, they have circle time to explore a range of tools, and categorise them according to their own ideas. Second, students are given sticky notes to write down their understanding of the key words, such as ‘machines’, ‘humans’, ‘more efficient’, and ‘everyday life’. They have a class discussion to share their views afterwards, with teacher introducing the Central Idea in Chinese at the end.

A simple machine incursion happens at the beginning of this CLIL unit. Students are introduced to the six types of simple machines in English, and how they are used in our daily life. This helps students have a better understanding of the content knowledge while learning in CLIL Mandarin class.

Some examples of other activities are:

Circle Time Activity

Students are introduced to key words for forces, such as ‘push’, ‘pull’, ‘twist’, etc. They pass a parcel with flashcards while sitting in a circle with music playing in the background. When the music stops, the student who gets the parcel has to pick up a flashcard, say the word, and then do actions accordingly. This can be used as a warm up activity to help students tune in.

Listening Assessment Worksheet

A listening assessment will be completed after all keywords have been learned. The task includes pictures, Chinese characters, and pinyin. Students are asked to circle the correct answer that they hear.

Writing Assessment Worksheet

After students have finished learning the six types of simple machines, they need to complete a writing task. The task is to introduce a tool, and identify which type of simple machine it is, and the different parts of it. A glossary with both English and Chinese is provided. Students will need to draw a picture of the tool they choose, and present it to their peers.

Classroom experiments

Year 4 students are sat down in a circle, and they need to open some containers with different tools which are made of different materials. For example, in the first experiment, students explore different ways to open a metal can with different tools, such as plastic straw, wooden stick and metal spoon. Students need to answer some questions. (As the whole experiment takes place in Mandarin, thus, it is very important to make sure that questions are well structured by following sentence structures that students are familiar with), such as ‘Can you open this can with this straw?’ ‘what is straw made of?’ ‘what is plastic in Mandarin?’ ‘What are the properties of plastic?’ and so on. In the second experiment, Year 4 students are required to open a beer bottle with the same group of tools (plastic straw, wooden stick, metal spoon). As a result, none of the student is able to open this beer bottle using any tools which are provided. At the end of the experiment, the teacher demonstrates how to open this beer bottle with one metal spoon. The teacher uses one hand to stabilize the lid and neck of the beer, and the other to insert a spoon under the edge of the lid before levering it up and out to pull it off. After the experiences of two experiments, students need to think about the essential question, ‘Why can the beer bottle be opened by the metal spoon?’ Students are expected to brainstorm some ideas, such as ‘The spoon is hard as it is made of metal’, to name just a few. The purpose of this activity is to guide students to identify the function of the ‘Lever’, also to lead them to recycle their prior knowledge about ‘The different properties and uses of materials.’

MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 6

Not Just Novelty - Making Technology Work For You

by **Kathleen Duquemin**

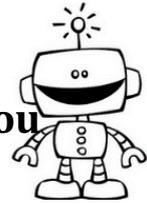
Author Biography:

Kathleen Duquemin holds a Master’s Degree in Applied Linguistics and Graduate Diplomas in Japanese Language and in Primary Education. She has been involved in curriculum development for second language education, and as a writer and curator in the development of digital resources for Japanese language learning. She currently teaches Japanese from Foundation to Year 6 and has implemented the Australian Curriculum within the classroom using technology to create an engaging and effective learning environment.

Article:



MLTAV 2018 Annual Conference



Not just Novelty – making technology work for you

Kathleen Duquemin - duqueminsensei@gmail.com

Technology is no longer a ‘new thing’ – no longer an ‘add-on’ to our classes. According to research published by Statista¹, children spend an average of 2 ½ hours a week on a gaming console, and 19 ½ hours streaming and consuming online content. As Languages teachers, we need to change our approach to incorporating technology as a tool to enhance our teaching and our students’ learning – not a novelty. Here are some apps and tools that can be easily incorporated into our classes and both engage students and enhance learning.

<https://www.memrise.com/>



Online, iPad/iPod, Android

- Easy to use
- Great for vocabulary acquisition
- Teacher- or student-led learning
- Create your own vocabulary lists – students find them online or follow you
- Students improve their own score – individual progress is measured
- Create own mnemonics or search clues created by others



Explain Everything

<https://explaineverything.com>

Online, iPad/iPod, Android

One of my favourite features – the downloadable ‘User Manual’

An ideal app for script languages, you can record yourself writing and narrating sentences, then save them as images, documents or videos. These can then be sent as video files to students to explain ... everything! Or students can upload to Google drive as assessment

Writing/drawing tools



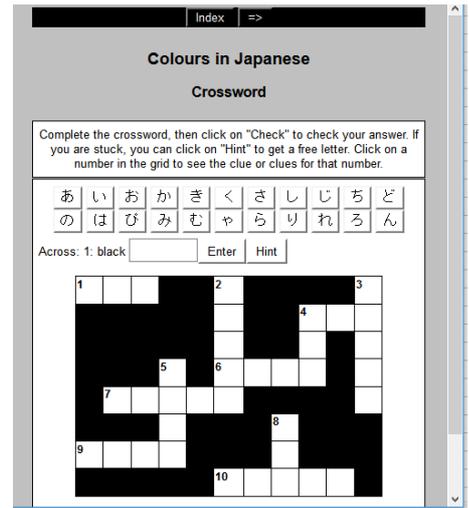


Hot Potatoes

<http://hotpot.uvic.ca/>

Free online and computer tool

Create stand-alone html interactive crosswords and matching games – these can be emailed to students for homework! If students get a ‘hint’, it reduces their overall score. Students work to beat their own score. Great for any language – even those with script.



<https://www.bookwidgets.com/>
Online, iPad/iPod, Android

30 day free trial then yearly subscription (currently \$49)

Create games, quizzes, exit slips, etc.

Student results are recorded on your dashboard with date and timestamp – invaluable data for report writing

– also great for homework and assessment

Test & Review

- Exit Slip**: Ask your students 2 questions about today's class.
- Flash Cards**: The classic self-study tool, now embedded in your book.
- Quiz**: Fill in the quiz and send your answers.
- Split Whiteboard**: A freehand drawing area combined with a scrollable text.
- Split Worksheet**: A worksheet combined with a scrollable text.
- Timeline**: A timeline exercise for your students.
- WebQuest**: A WebQuest is an inquiry-oriented lesson format.
- Whiteboard**: Make freehand drawings or notes to send and store in your book.
- Worksheet**: A worksheet with various question types.

Games

- Bingo Card**: Everyone knows Bingo... just add words.
- Crossword**: A crossword puzzle... just add words.
- Hangman**: The classic hangman game, you provide the list of words.
- Jigsaw Puzzle**: A classic Jigsaw puzzle.
- Memory Game**: A classic pair matching game. Cards can have words, images or math expressions on them.
- Mind Map**: Draw a mind map.
- PairMatching**: Match pairs of cards containing images, text or formula.
- Randomness**: Pick random numbers, words or images.
- Spot The Difference**: Spot the difference game with popup labels.
- Word Search**: Find the hidden horizontal, vertical or diagonal words.

Pictures & Videos

- Before/After**: Compare two pictures.
- Frame Sequence**: Show a series of related images on a timeline.
- Hotspot Image**: Video, picture, rich text and webpage popups tied to hotspots on a background image.
- Image Carousel**: An image slideshow on steroids, with a Google Maps twist.
- Image Viewer**: Zoom and pan around a large image.
- Piano**: Teach kids how to play the piano & read notes.
- Random Images**: Display random images from a provided list or a picasa album.
- 3D**: A 3D file viewer, supporting various file formats.
- TipTiles**: Picture tiles with descriptions, audio and video.
- Vimeo Player**: Stream Vimeo videos to your book.
- YouTube Player**: Stream HD YouTube movies from the internet, without leaving your book.

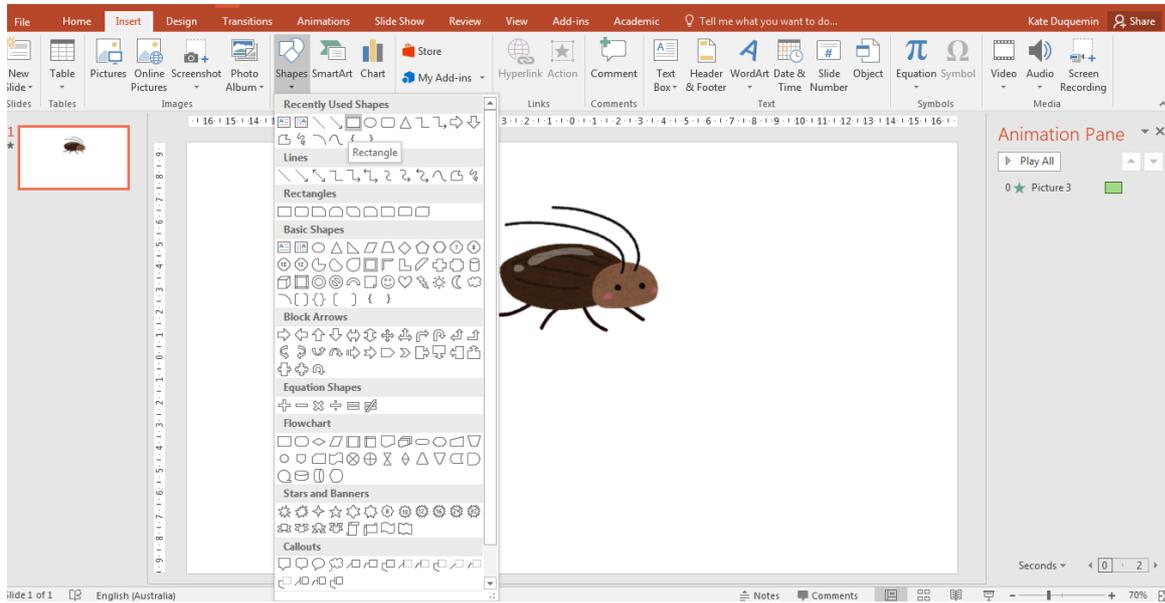


Powerpoint

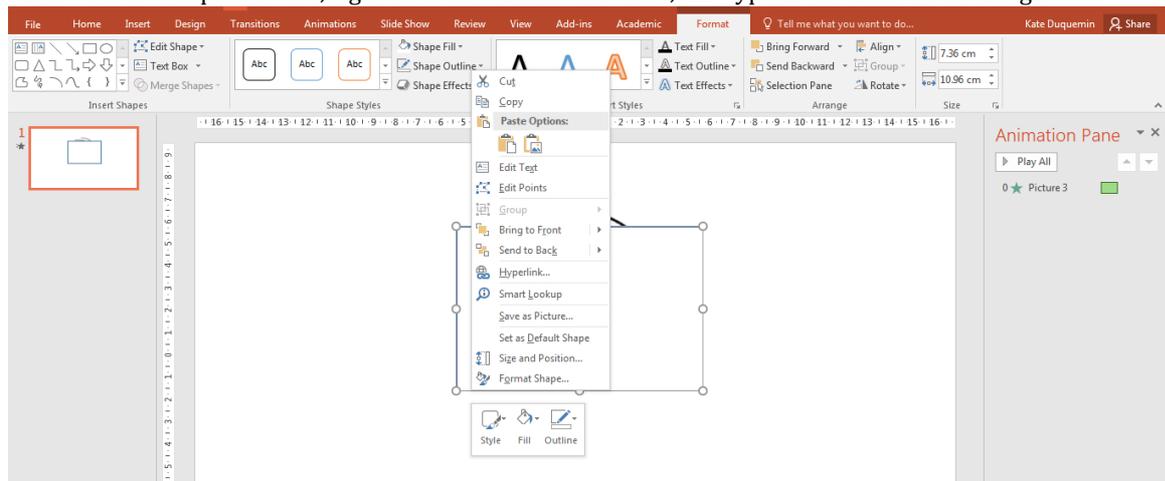
Create interactive slides with triggers and animations and bring show on your IWB. How? It's easy:

Insert the picture of your choice,

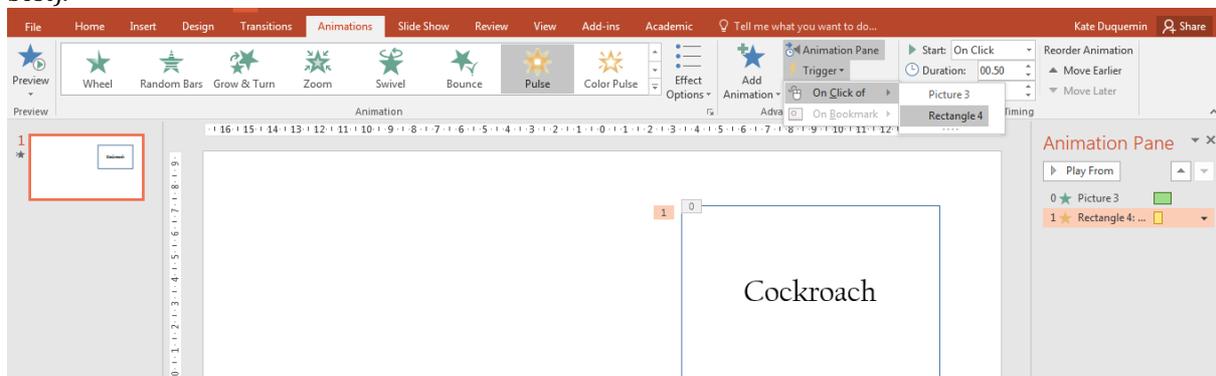
Then in 'Insert' tab, choose a shape, then cover the picture with the **shape**.



Then with the shape selected, right click and choose 'edit text', and type in the name of the image.



Click on the **shape** and in the 'Animation' tab, choose 'Emphasis' and 'Pulse'. Increase the 'Duration' (2 to 3 seconds works best).



Make note of the name of the **shape** then click on 'Trigger' – choose 'on click of' and choose the name of the **shape**. (the name of the shape will be highlighted in the Animation Pane when you click on it).

The word in the **shape** then becomes its own trigger so when you touch it, it temporarily disappears.



BOOK CREATOR

<https://bookcreator.com/>

Online, iPad/iPod, Android
Creating a workbook for students.

Create templates for each page in Powerpoint (each slide can be saved as a JPEG, which then insert to create each page).

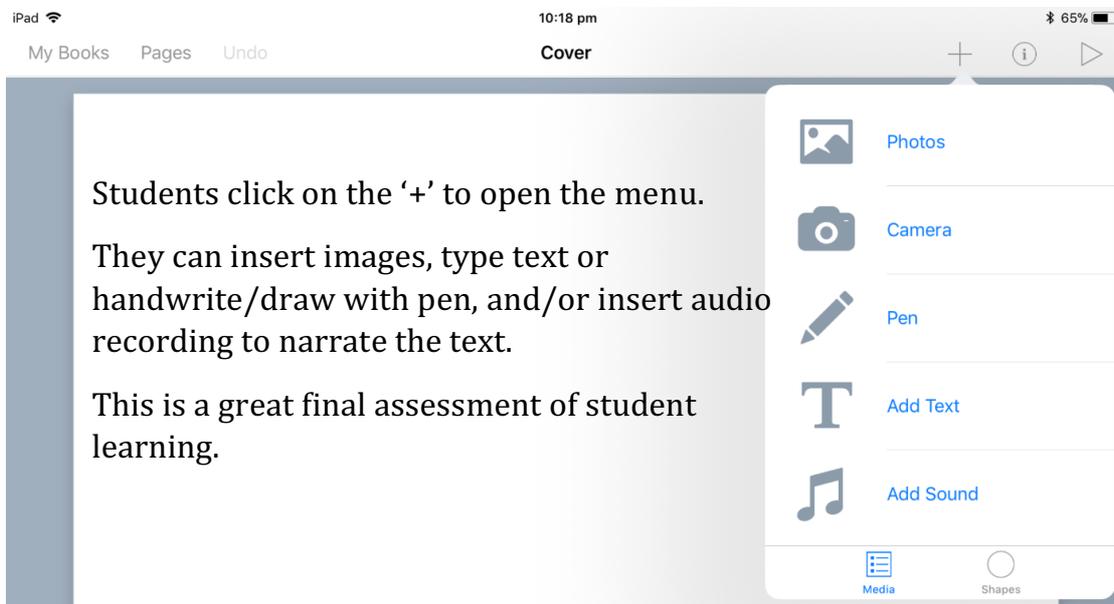
Save JPEGs in Dropbox, Drive or Box, then insert each page into Book Creator on the iPad.
Save, duplicate and Airdrop to the students' iPads.

When students complete their workbook, they export as a PDF.

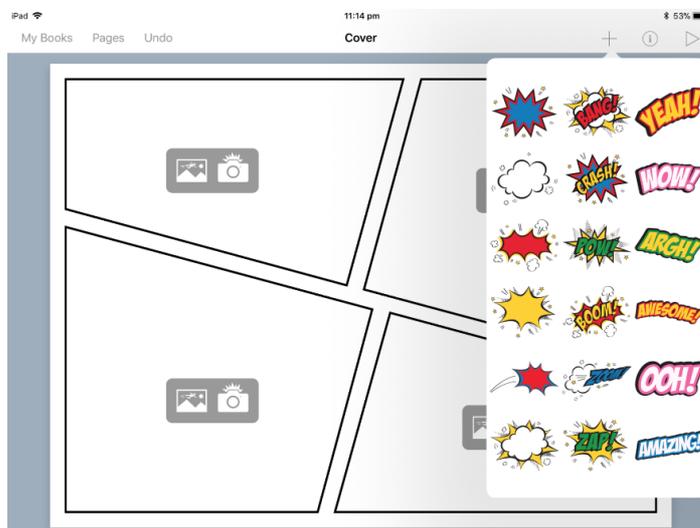
Students create their own ebook using the Book Creator App.

Put clipart or photos in Dropbox, or students take photos with the camera.

A great way to present content for a flipped classroom – especially as you can insert sound so you can narrate!



In addition, students can use the 'manga' template to create their own cartoons – they can illustrate using clipart, write the text, then narrate!





<https://www.classcraft.com/>

Great for classroom behaviour, engagement and motivation, teamwork.

What you have to do:

- Type in the students' names
- Create groups (drag names)
- Students choose their character (Warrior, Healer, Mage) and their powers
- Allocate powers to the characters (eg. Healer can play music in class when they get a certain amount of XP)
- Allocate 'sentences' – negative consequences for losing HP (health points)

One of the best features – a video tutorial so you can learn how to set up the classroom online!

How to play:

XP – Experience Points

Earn **XP** by doing good actions like...

+10 XP *Great answer!*

+25 XP *Working well with others*

+50 XP *Amazing question about language*

Students earn XP by exhibiting good behaviour or answering questions.

AP – Action Points

Action Points are what you need to use your powers. You regain **2 AP** each day, and Mages can also use powers to replenish **AP** faster. It goes fast, so use it wisely!

Each character earns AP. They can spend accumulated AP by using their powers.

HP – Health Points

You lose **HP** when you break class rules, such as...

-10 HP *not showing respect*

-20 HP *Not doing your share of group work*

-5 HP *calling out*

Characters can lose Health Points (HP) by exhibiting poor behaviour.

Powers are allocated by the teacher:

During class, students can earn XP or lose HP individually or for their team for answering questions or exhibiting positive or negative behaviour. When they have enough XP, they can choose to use their powers to earn rewards. Some of the rewards in my classroom are:

- The right to play music during class time
- All students in the team can have an extra 5 minutes on the ipads
- The student can save another student if they lose all of their health points
- The student can avoid the Wheel of Destiny (random student selector)
- The student can ask another student to answer a question for them.

Quests!

Quests can be set for students to complete in their own time. Each part of the quest involves either existing online games (in Quizlet or Quizizz) or you can ask students to write short texts. The students can complete these at their own pace and when a quest ends, the student is rewarded with the XP determined by you.

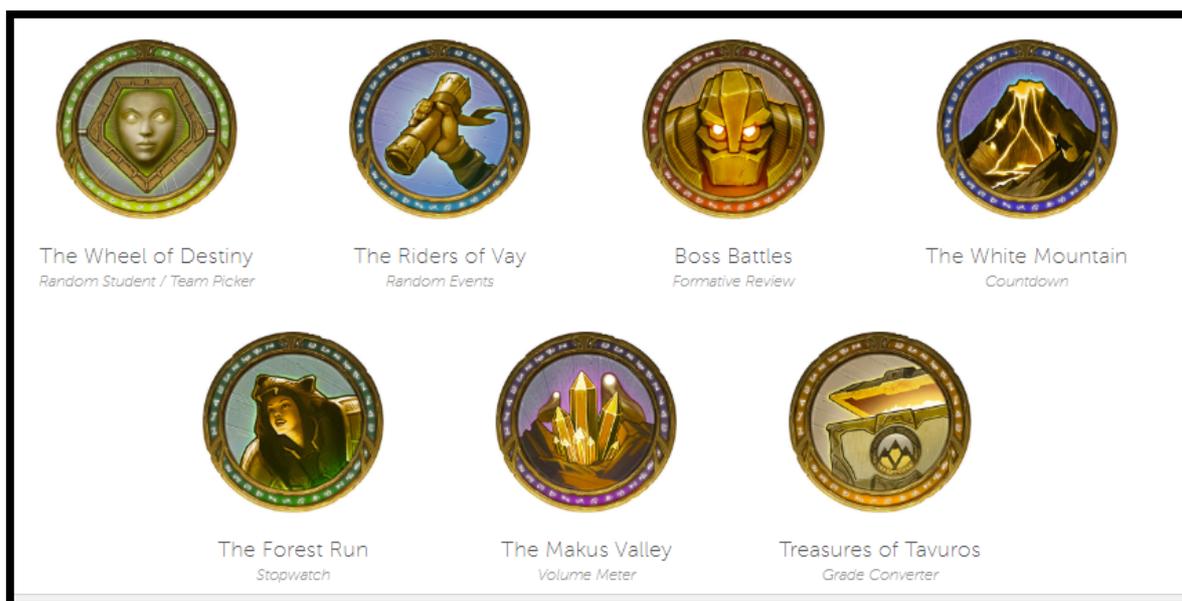


Quests can have as many activates (or as few) as you like. If you use Quizizz games, you can receive data straight to your computer and see what common mistakes are being made by students – invaluable data!!



The free version includes the 'Wheel of Destiny' (student selector) and 'Riders of Vay' (random event generator) as well as unlimited classes!!

The paid version (which I now use) also includes Boss Battles (whole class quizzes), countdown and stopwatch screens and a volume meter that rewards the whole class for quiet working.



Classcraft has transformed my classes this year and I strongly recommend teachers have a look – have a play – and see if it might work in your classroom.

MLTAV 2018 Annual Conference: Victoria - the Languages State - Session Sample Presentation 7

Look who's talking! Increasing student oral language use in the classroom

by Catherine Spurrirt

Author Biography:

Catherine Spurrirt is an experienced teacher of French, having taught across both primary and secondary contexts. She is passionate about providing all students with opportunities to experience success in language learning and supporting teachers engaged in professional learning. She has experience both as Head of Languages at a regional Catholic secondary college for girls and as a Year Level Coordinator. Catherine is currently undertaking a Master of Educational Leadership at ACU, and works as a Languages Consultant and Coach at Catholic Education Melbourne. She is also Secretary of the Modern Languages Teachers' Association of Victoria (MLTAV) and facilitates the ICT Blended Learning webinar initiative.

Article:

In my work as a Languages Coach, I'm privileged to be invited into many classrooms. I sit alongside the students and experience language learning through their eyes. I gather evidence of student language use and work collaboratively with teachers to identify and to plan for the next steps in learning.

As teachers of Languages, we love to talk. But the reality for our students is that they have limited opportunities to communicate in the target language, outside of designated class time. And even during class time, a significant proportion of the lesson might be monopolised by teacher talk. How might we set up learning experiences for students that require them to creatively use language? What sort of vocabulary do students need to talk about learning or undertake collaborative activities? And most importantly, how might we provide students with the time and space to express themselves in class?

Getting started with the Victorian Curriculum:

As the Victorian Curriculum is implemented in many Languages this year, I believe that teachers have a wonderful opportunity to consider the way in which they design learning experiences. The *Communicating* strand, and its sub-strands of *socialising, informing, creating, translating, reflecting* frame

the various functions of the specific vocabulary and structures to which students are introduced across the learning continuum. These verbs challenge teachers to plan for learning experiences which require students to engage in both lower order and higher order thinking skills.

When making sense of the Victorian Curriculum, the Achievement Standards support teachers to identify what success in language learning will look like. By the end of Year 4, for example, a student learning Italian is expected to ask and respond to simple questions, often by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea. In Indonesian, Year 4 students follow instructions, make requests and respond with actions... They respond to questions, often by using a simple phrase. There's a clear emphasis on language to ask and respond to questions in both of these examples. The Italian example gives teachers some suggestions about scaffolding techniques that are both appropriate and permissible:

Scaffolding supports suggested in Level 4 Italian Achievement Standards	Examples:
Selecting between alternatives	T: <i>Ti piace cantare o ballare ?</i> S: <i>Mi piace cantare</i>
Incomplete or partial Italian phrases or structures	T: <i>Puoi leggere con me?</i> S : <i>Si, I can leggere with you</i>
Use a key word to communicate a whole idea	S: <i>Bagno?</i>

I'm thrilled that the Victorian Curriculum compels us to explicitly teach and model the art of asking questions from the earliest stages of language learning. Typically, classrooms are places where teachers have all the answers and so, we ask all the questions. Yet questions allow students to engage with the learning on a cognitive level that is more demanding. Questions also provide evidence of how a student is thinking critically or creatively about language conventions, language use and the learning process itself. Questions allow a student to demonstrate 'understanding about the role of language and culture in communication'. Beginning students often have the most questions - students in Prep or Year 7 certainly keep their teachers on their toes! So, the message we should be taking from this, is that it's never too early to teach and expect that students ask questions (albeit, simply) in the target language. Our role is to equip them with useful structures and vocabulary (like the question stems: *who...?, what...? When...? Where...? How...? Why...?*) appropriate to their learning stage.

High Frequency Classroom Language:

“Madame Spurrirt, I can’t find my... blazer/violin/sports bag/laptop/book”
“Madame Spurrirt, je ne peux pas trouver...”

Schools are big places. And students are busy people who often misplace things... of significant value to them. I suspect that questions like these represent the reason why you don't find reference to themes like clothing, shopping or holidays in the Victorian Curriculum. The curriculum focusses on language fit-for-purpose. If I were to provide my students with the language to do this in French, they'd need a working knowledge of these aspects of language:

- Modal verbs
- Double verb constructions
- Negation
- Possessive adjectives

All of these are incredibly handy, irrespective of the topic or theme that we might be undertaking at any given point in time. As a teacher, I'll also make some strategic choices about the school-related nouns that are introduced - we talk about our *books*, *pens*, *laptops*, we work with *partners* or in *groups*, we pose *questions* and give *answers*. This is the language that students need to talk about and engage in learning.

Shifting mindsets, shifting emphasis:

Equipping students with the language and structures that they need to communicate in the target language is just the first step in getting our students talking in the target language. We have to believe that students are capable of doing so, expect that they will do so and reward them when they do. In fact, when you spend time examining the Victorian Curriculum carefully, you'll notice that the emphasis is clearly on communicating meaning. We have to help students to see each other as a meaningful reason to use their language. Our classroom is a community of language users. We have to provide a safe environment for our students to practice using their language and then when they are ready, offer refinements and feedback. In the early stages, we have to value communicating meaning over grammatical accuracy. A student who produces a single word response can be coached to extend their response to a full sentence. A teachable-moment might emerge out of a student wanting to express an idea in the past, prior to having been introduced to the past tense. Supporting students to overcome that crippling fear of failure is of utmost importance! Fostering joy and wonder in language, giving students meaningful opportunities to communicate creatively and spontaneously, and celebrating successes in oral communication are crucial if we wish to engage the hearts and minds of our learners.

MLTAV 2018 Annual Conference: Victoria - the Languages State - Major Political Party Statements

Leading up to the MLTAV 2018 Annual Conference, MLTAV invited a representative from each of the three Major Political Parties to participate in an afternoon Political Panel Plenary leading up to the November State Election. The foci of the Plenary was to include statements and conversation about:

- each Party's plan for ensuring that students are offered quality Languages programs into the future, including funding commitments to support these programs; and
- each Party's policy for Languages and Cultures education.

Unfortunately, the Political Party Plenary did not eventuate.

MLTAV then proceeded to obtain a written Statement from each of the three Major Political Parties with the same foci to present to delegates at the Conference.

A Statement from the current Government was received and communicated to Conference delegates by the President of MLTAV, Gabriella Bertolissi.

For our members who were unable to attend the Conference, that Statement, can be viewed below. Since the Conference we have also received a Statement from The GREENS political party, which is also provided below. Unfortunately, despite many attempts, a Statement from the Coalition has not been received.

Statement from the Andrews Labor Government

Received by MLTAV on May 3, 2018. Emailed by Libby Buckingham | Adviser Office of The Hon. James Merlino MP | Deputy Premier Minister for Education | Minister for Emergency Services



The Andrews Labor Government has invested \$8.5 billion to make Victoria the Education State, improving outcomes for every student, in every classroom in every school and for all communities. The teaching and learning of languages is an important part of the Victorian Curriculum which is now being implemented in all government and Catholic schools as part of the Victorian government's commitment to build Victoria as the Education State.

Schools teach more languages in Victoria than any other state or territory in Australia.

This week's Victorian Budget 2018/19 includes a \$17.9 million boost to Victorian kindergartens to teach children languages. This will give at least 3,000 children attending state-funded kinders the opportunity to learn a language other than English for the first time. Weekly sessions will be developed in 120 kinders, with a further 10 services to become bilingual - where children will benefit from up to half of their program being offered in another language.

Victoria's ambitious languages education policies support the delivery of 22 languages in mainstream government schools to nearly 400,000 students, 51 languages by the Victorian School of Languages (VSL) to over 17,000 students, and 45 languages by 166 accredited community language schools (CLS) to around 36,000 students.

All government schools are funded through their Student Resource Package (SRP) to provide programs in all curriculum areas, including Languages.

In addition, annual funding of approximately \$13 million has been allocated to support a range of initiatives to strengthen languages education, including community languages schools, bilingual programs, language assistants, professional learning and curriculum resources.

The Andrews Labor Government is looking forward to working with the Modern Languages Teacher Association of Victoria throughout 2018 to further strengthen languages education in Victoria.

Statement from The GREENS

Received by MLTAV on July 20, 2018. Emailed by Ms Sue Pennicuik, Victorian GREENS Spokesperson on Arts, Education, Justice, Corrections, Police, Racing, Tourism, and Animal Welfare



The Greens are strong advocates for greater investment in public education and we have comprehensive national and state policies covering early childhood, primary and secondary education, VET, TAFE and universities.

All students should have access to high quality educational facilities and a comprehensive curriculum that offers a broad education to all students, covering languages, maths, sciences, humanities, arts and physical education.

What is your party's policy for Languages and Cultures education and plans for ensuring that students are offered quality language programs into the future, including funding commitments to support these programs?

The Greens' Education policy calls for increased resources for the teaching of community languages in public primary and secondary schools and centres for the study of community languages. It is essential that all students have the opportunity to learn community and other languages at school.

Our Multiculturalism Policy calls for greater resourcing of culturally inclusive state and local government programs and services; interpreter services in education, health, social services, local government and justice; access to English language education and free and readily accessible ESL courses for all who need them; and education at primary and secondary level to include subjects on the culture and history of ethnic communities in Australia, including the history, culture and contemporary experience of Aboriginal and Torres Strait Islander people.

Prior to the last state election, the then DEECD had reported in 2013 that participation in languages in primary schools had fallen by almost 20% in the previous fifteen years.

The most recent DET report: Languages Provision in Victorian Government Schools: 2017, found that the decline in the number of schools providing languages programs, particularly at the primary level has been reversed, with 94 percent of primary schools providing a languages program in March 2018.

Close to 302,000 or more than 83 percent of government primary school students studied a language in 2017. In 2012, that figure was around 181,500.

Languages study increased across all year levels except Foundation, with more than 90 percent of students studying a language at Year 1 and Year 2 levels, and more than 77 percent studying a language at all other levels.

The report found that 92 percent of government primary and secondary schools offered languages programs to close to 395,000 students, with more than 4,000 enrolled in taster programs at the secondary level.

The Victorian School of Languages provided language programs in 51 languages to 17,612 students and accredited community language schools (CLS) provided out-of-school-hours programs in 42 languages. Students who attended the VSL and CSL may also have studied a language at a government or non-government mainstream school. Students in Victoria studied 66 languages through government schools, the VSL and CLS in 2017.

It is encouraging to note the significant increase in Language programs, particularly in primary schools, over the last five or six years in Victoria, due to more focus on language programs by the previous and current governments.

However, while Languages programs have significantly increased at the primary level, the report showed that enrolments at the secondary level have remained relatively stable over the same period.

The DET report points out that there are ongoing challenges in ensuring that all Foundation to Year 10 students have access to quality languages programs. This includes ensuring the sustainability of languages programs particularly in small rural school and strengthening the provision of primary to secondary school language pathways.

For example, the report found that of the secondary schools that offered Languages programs in 2017, less than 40 percent provided continuous programs from Years 7 to 12, enabling students the opportunity to study a language through to completion of school and only 18.4 percent of schools offered Languages programs from Years 7 to 10 or Years 7 to 11.

In 2014, the Australian government target was to ensure that at least 40 per cent of Year 12 students study a language in addition to English within a decade. Among the students who graduated from VCE in Victoria in 2017, the DET report found that 18.4 percent had completed a language at Year 12.

While it is encouraging to see more Language programs, increased enrolments, and more languages being taught in Victorian schools over the past six years - particularly in primary schools, there is still much to be done to ensure that all students have access to sustainable Language programs from F to 10 and in VCE should they wish. Greater focus and a sustained effort is needed on improving continuity of Language programs.

The DET report found that the eight most-studied languages in 2017 were Chinese (Mandarin) (20.5 percent of enrolments at the primary level), Italian (20.0 percent), Japanese (18.6 percent) Indonesian (16.9 percent), French (8.8 percent), Auslan (5.6 percent), Spanish (5.1 percent) and German (2.2 percent).

The Greens have been strong advocates for the teaching of Auslan, so it is heartening to see it amongst the eight most-studied languages. The Greens also advocate for professional development and training in Auslan and Braille for staff in schools.

The Greens value the expertise and views of professional organisations such as MLTAV as crucial for the improvement of education policy and the best outcomes for students. We look forward to working with the MLTAV to further improve Language programs in Victorian schools.

MLTAV Member Online Survey

Critical Aspects of Quality Languages Programs

MLTAV aims to secure a meeting with each of the three Major Political Parties in the lead up to the State Election in November 2018 to discuss Policy and commitment to Languages Education and quality Languages Programs in Victoria, as well as funding to support these proposed initiatives.

To inform MLTAV's approach in discussions with Politicians, as well as the drafting of a Position Paper, MLTAV has developed and advertised an online member survey, encouraging members to get involved and have a say in this critical process.

Thank you to those of you who have taken the time to complete the survey. Unfortunately, to-date the tally of responses has not been significant and therefore does not constitute a sufficient sample.

If you have not yet done so, please [click here](#) to complete this very important survey (estimated time to consider and complete is approximately 20-30 minutes).

Of the responses we have received so far, the following topic areas have been identified and categorised:

- target and reward talented Languages teachers;
- change from compulsory to elective as well as reduction in contact hours is not conducive of a quality Languages Program;
- rural areas find it very difficult to staff their Languages programs due to the lack of teacher available;
- concentrating on educating leaders about the specifics of Languages education and what elements are required to foster and promote a quality Languages program is an excellent place to start if we want to instigate change and improvements in our Languages programs;
- hired teachers must feel secure. All second language teachers deserve full-time employment to take this subject seriously. Casual employment is harming students, teachers and families!;
- too much unnecessary paperwork for teachers;
- assistance with engaging school leadership in respecting the learning of Languages and Cultures - Highly Important;

- guidance to school leadership to ensure that the Languages program is sequential, to encourage cumulative learning - Highly Important;
- assistance to teachers, to identify students' needs in planning Languages programs - Highly Important;
- guidance for planning a quality Languages program - Highly Important;
- resources and guidance to link the Languages program to other Learning Areas (e.g. through CLIL) - Highly Important;
- resources and guidance to link the Languages program to the school's general literacy and numeracy initiatives - Highly Important;
- resources to motivate students to learn Languages - Highly Important;
- resources and guidance to link the Languages program to Victorian Curriculum Capabilities, as well as Australian Curriculum General Capabilities & Cross-curriculum priorities - Highly Important;
- guidance for involving the school community in the Languages program - Highly Important;
- assistance with the recruitment and retention of quality teachers of Languages - Highly Important;
- better resourcing of Languages Programs through:
 - frequent lessons;
 - staff allocation to small, senior classes, if necessary to encourage student retention;
 - funding for Language assistants and/or the organisation of volunteer background speakers to support the program;
 - learning opportunities for students beyond the classroom;
 - appropriate scheduling of meetings for Languages staff, involving teachers of literacy and numeracy, and other Learning Areas, especially Mathematics, English and EAL; and
 - an appropriate budget for teaching resources, Languages-focused activities and PL.

MLTAV Online Member Survey Quality Languages Programs

VALE: Jim Wheeler

By: **Bob Cunningham (classmate and friend)**
Ian Adams FACE (former MLTAV & AFMLTA President)
Denis Cunningham AM FACE (FIPLV Honorary Counsellor)



Sadly, we have lost some luminaries in the Languages teaching profession over the last two years, most of whom were very active also in associations for Languages at the State and national levels: Keith Corcoran, Terry Quinn, Peter Voss and Barrie Muir. We mourn their loss. The most recent to pass away was Jim Wheeler.

James Arthur Wheeler, born 13 August 1931, spent his early years in the Melbourne suburb of Preston. He attended Tyler Street Primary School and the first five years (1943-1947) of secondary school at Northcote High School, before matriculating at Melbourne High School in 1948.

At Northcote High, he was noted for his heightened ability in learning both French and Latin. He always achieved top marks in both subjects. So keen was he to extend his linguistic talents that he took private lessons each Saturday morning in either German or Italian from his French teacher, Mr James, who lived a considerable distance away in Carnegie. This was a distinct financial and physical effort on Jim's part.

The five years at Northcote High saw Jim involved in tennis, debating and using his musical talents in both the school choir and playing piano for the school dance band. He was an excellent pianist of mainly modern music of the time and his love for classical music never waned. He also sang in the choir at All Saints Anglican Church in Preston. He later changed his religious beliefs about the same time he readily admitted his Communist leanings. His Matriculation year (1948) spent at Melbourne High was necessary as Northcote High had no qualified Languages teachers.

Commencing training as a student at the Secondary Teachers' College (1949) and desirous of teaching Languages, he studied under the excellent language teacher, Manny Gelman. Their association lasted many years.

One of Jim's first teaching appointments was to Essendon High School. In the early 1950s, Jim took leave of absence to travel and study, spending the majority of the year (1954) in Germany, furthering his endeavour to master that language.

On his return, his excellent record of teaching modern Languages, by what Jim called his "direct method", led him to take up an appointment where

he lectured and tutored trainee secondary teachers of modern Languages at Monash University.

Ian first met Jim when he was a young teacher of French at an MLTAV Congress in 1965 and was impressed by his enthusiasm for language teaching and his industrious approach to his role as Honorary Secretary of the MLTAV. Later that year Jim invited Ian to join the committee whereupon he became Assistant Honorary Secretary and a member of the sub-committee organising Schools Night. Among the many tasks he undertook was typing and copying past papers for the Intermediate, Leaving and Matriculation exams which were of great assistance to teachers. Jim was always generous with advice whether it was to do with teaching or organisational matters relating to the committee.

Jim Wheeler was not only a student of Manny Gelman, but appeared as the heir apparent after Manny's retirement. Appointed as the method lecturer for modern Languages in the Faculty of Education at Monash University in 1968, his multi-coloured handouts became the support documents for a generation of keen student teachers desirous of teaching a range of Languages. Jim was excellent, insightful and innovative, prepared to try new ideas, such as the direct and audio-lingual methods. He was ably supported by Denis Taffe. Jim studied for his PhD while teaching at Monash, completing it in 1972.

Not only did he inspire this younger generation of baby boomers to become passionate and devoted teachers of Languages - and pursue the Advanced Foreign Language Education courses he offered as part of a Bachelor of Education degree - Jim and his good friend, Terry Quinn, became critical friends for another export from Monash University: Wilga Rivers, who retired as Professor Emerita (at her insistence) of Romance Languages and Literature at Harvard University. It was believed that Wilga said all there was to know about teaching Languages in her 1968 oracle, *Teaching Foreign Language Skills*. In her acknowledgements (p xi), she writes "and to Mr T. J. Quinn and Mr J. A. Wheeler, both experienced and successful language classroom teachers, who have always been most willing to discuss with me the usefulness and validity of various sections of this work as it proceeded". A worthy accolade, indeed, from arguably the French teacher from Victoria and Australia who rose higher than any other in the field of teaching Languages!

He retired from Monash University in 1992.

Epilogue

While on holidays in Thailand, Jim was confronted by the complexities of reading a Thai newspaper and, being an insatiable linguist, promised himself he would retire to Thailand to learn to speak, read and write the

language. This he did with competence. Early retirement in Thailand meant he had to return to Australia to renew his visa and, while still alive, visit his ageing mother and friends. He enjoyed tutoring young Thais in English in exchange for the opportunity for conversation in Thai. The lifestyle of the country suited Jim, where he had made many friends and played host to a number of Australian visitors. In his seventies, Jim's health began to decline, but he was still able to enjoy some simple gardening and was thankful that he was still able to satisfy his passions for reading and classical music. It was a very good life and friends and countless students will remember Jim with considerable fondness and respect.

He passed away on 24 January in Pattaya, Thailand.

2018 VCE Careers Expo - MLTAV Seminar: Where Languages can lead you in terms of your career

**By: Sean Pratt (General Committee Member, MLTAV)
Jaclyn Curnow (General Committee Member, MLTAV)
Kerry O'Connor (Office Manager and Managing Editor, MLTAV)**

Advocacy - definition: public support for or recommendation of a particular cause or policy.

MLTAV is steadfastly committed to its Mission (to promote high quality teaching and learning of Languages other than English by representing and supporting Languages teachers) and Vision (to strive for the studies of Languages to be universally accessible to all students at all levels of learning).

It is through MLTAV's Strategic Plan that primary goals and proposed actions relating to key focus areas are considered, discussed, developed and documented.

One of the major key focus areas within MLTAV's Strategic Plan is *Advocacy*.

Advocacy is a critical component of working towards achieving the Association's Purpose, Mission and Vision.

MLTAV Committee Members' voluntary contributions, in all key areas of the strategic plan, is paramount to the Association's ongoing strength, health and profile.

One of the many ways that MLTAV advocates for Languages Education in Victoria is through its annual presence at the VCE Careers Expo.

The VCE Careers Expo is well established having celebrated its 26th year in 2018 having brought together exhibitors including Australia's major tertiary institutions and providers of VCE and career resources and information. The Expo is the best attended and longest running education and careers event in Australia and in 2018, attracted over 28,000 visitors, 150 exhibitors and 168 seminars.

MLTAV has for the past six years been involved with the Expo as an Exhibitor and facilitator of one of the seminars.

In 2018, MLTAV General Committee Members, Jaclyn Curnow and Sean Pratt, volunteered to facilitate our seminar titled: '*Where Languages can lead you in terms of your career*'. Collegiality is a particular strength within the MLTAV Committee evidenced through the willingness of past presenters to share resources with new Committee members who offer to step up in subsequent years to facilitate this particular seminar.

At this year's seminar, Sean and Jaclyn provided insight into the substantial personal and professional benefits of attaining proficiency in at least one language other than one's first. They then moved on to showcase how bilingual / multilingual employees are conducive to the globalised world in which many organisations conduct business. Unprecedented advances in technology have altered the way business is conducted, bringing together different cultures and Languages. Employers are becoming ever increasingly aware of the strategic edge bilingual / multilingual employees can bring to their business.

From a personal perspective, Jaclyn and Sean also shared, with the 23 seminar participants, how research supports the notion of Languages learning enhancing cognitive capacity and literacy capability.

To conclude the seminar, a brief overview was provided on the *Salzburg Statement for a Multilingual World* as well as an introduction to the Language Testimonials, (developed by MLTAV for the Victorian Government, Department of Education and Training - DET), available for viewing via the DET FUSE website.

MLTAV is grateful to Jaclyn and Sean for voluntarily facilitating this important Languages advocacy work. Look out for the MLTAV seminar at the 2019 VCE Careers Expo!

Languages Video Testimonials

The *Languages Video Testimonials* is an online communications resource promoting the benefits of learning a language and targeting secondary students, school leaders, parents and the wider community. The online resource comprises 20 video testimonials - 4 by principals and teachers and 16 by past students of languages in Victorian schools talking about how learning a language at school has impacted positively on their personal and professional lives.

Ideas for using the resource

School leadership teams and members of staff:

- To build awareness among community, staff and students of the need to develop language skills
- To highlight the importance of providing quality languages education programs to all students

Language teachers:

- To highlight the benefits of language learning including for example at the end of the year when students are deciding whether or not to continue with their language study

Students and their parents:

- To raise awareness on the importance of intercultural and language competency
- To promote the benefits of language learning including broadening career opportunities
- To highlight the school's language program at information night and other events

The *Languages Video Testimonials*, developed by the Department of Education and Training in partnership with the Modern Language Teachers' Association of Victoria, are available at <http://fuse.education.vic.gov.au/?WJCF8K>

The MLTAV sincerely thanks the following individuals and schools for their significant contribution to the success of the Languages Video Testimonials project and encourages its members to make use of this wonderful advocacy resource. It was a pleasure and delight to work with everyone involved in this exciting project.

Chinese testimonials

Clarissa Bellanti and Louisa Brown

French testimonials

Leonrad Krasny and Zillah Hansen

German testimonials

Aditi Nevgi and Lutz Lorenz

Greek testimonials

Emily Chryssanthakopoulos and Silvia Korlos

Indonesian testimonial

Hannah Ekers

Italian testimonials

Melissa Palombaro and Rohan MacLaren

Japanese testimonials

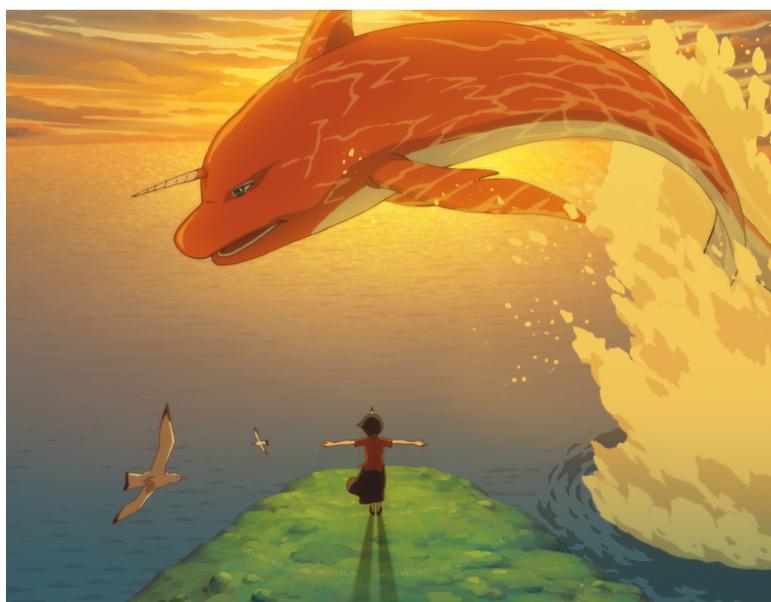
Hashela Kumarawansa and Richard Garrett

Spanish testimonials

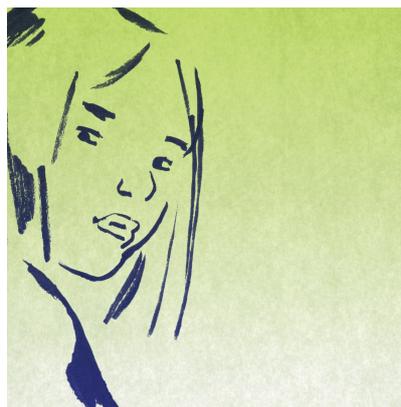
Emily-Rose Guarnuccio and Harry Swinburn

Belmont High School, Glen Eira College, Mount Waverley Secondary College and Northcote High School 2018

Melbourne International Film Festival Schools Program - Reduced Ticket Prices for MLTAV Member Schools and Free Teacher Webinars



2018 MIFF Festival 2 - 19 August





Melbourne International Film Festival 2 August - 19 August 2018

With Term 3 underway and MIFF's 2018 festival launching this Friday the 2nd of August, it's time to book your school into a MIFF Schools screening. A lot of school group bookings have already been made, with teachers securing their MIFF Schools excursions for Term 3. Places are filling up fast with limited screenings available. If you're yet to book your class trip, [Click here](#) to make a school booking to ensure you don't miss out! **Remember** - MLTAV Member Schools are offered **REDUCED TICKET PRICES** for students (\$9.50 - usual rate is \$12.50) and 1 teacher per 10 students attends for FREE.

This year's program was chosen to present high-quality, diverse films in some of the languages commonly taught in Victorian schools: French, German, Indonesian, Italian, Japanese, Mandarin, Spanish and English. View the MIFF Schools program [here](#).

Thank you to everyone who took part in the live FREE (60 minute) Teacher Webinars that were presented in partnership with MLTAV. If you missed out and would still like to learn how to engage with the MIFF Schools Films in the classroom, you can access the archived versions of the FREE Teacher Webinars [here](#). All teachers who participated in the live webinars, as well as those who choose to engage with the archived versions, can complete a brief online feedback survey to provide the details required to enable MLTAV to customise a Certificate of Participation to recognise the one hour of Professional Learning (PL) time.



MLTAV CLIL Network Workshop - 21 November

MLTAV CLIL NETWORK WORKSHOP



CLIL Network Workshop @ Overnewton Anglican Community College

Date: Wednesday 21 November, 2018

Register online now to attend this one-day Professional Learning opportunity including:

- a presentation by international CLIL expert, Dr. Kim Bower from the Sheffield Hallam University, UK;
- an opportunity to observe Chinese CLIL classes in action with students in Foundation to Year 4 at Overnewton College;
- networking and collaborating with other CLIL teachers.

Time: 9.15am - 3.15pm

Venue: Overnewton Anglican Community College, 2-30 Overnewton Road, Keilor VIC 3036

Cost: \$40 MLTAV member
\$70 MLTAV non-member

[CLICK HERE](#) to register.

Applications close on 1 November or when available places are filled.

CLIL    Network

CLIL Network contact details:

Kylie Farmer,
CLIL Network Facilitator
clillanguageteachers.weebly.com

clil@mltav.asn.au

The MLTAV CLIL Network is supported by the Victorian Government

MLTAV CLIL Network Update



MLTAV CLIL Language Teachers Network Update: Term 3 2018

Welcome to the term 3 CLIL Languages Teachers Network Update!
For more details about any of the information below, please go to our website:
<http://clillanguageteachers.weebly.com/>



CLIL Network Workshop **SAVE THE DATE!**

Wednesday 21 November 2018

@ Overnewton Anglican Community College

We are pleased to announce the next CLIL workshop which will include:

- a presentation by international CLIL expert, [Dr Kim Bower](#) from the Sheffield Hallam University, UK
- an opportunity to observe Chinese CLIL classes in action with students in Foundation to Year 4 at Overnewton College.
- networking and collaborating with other CLIL teachers

Further details and online registrations will open soon.

Westgarth Primary School Languages Education

Level None 1478 VIEWS Copy Only



NEW CLIL DIGITAL STORY

View this [clip](#) which introduces the Spanish CLIL program at Westgarth Primary School. All F-6 students at Westgarth engage in Discovery (Science and Humanities) and Visual Arts through Spanish. Junior students also participate in Music classes taught in Spanish. The school leadership and school community value the contribution that the CLIL approach provides for supporting student language development and engagement in learning.

This digital story is one of 8 created by MLTAV with funding from the Victorian Department of Education (DET) to profile [Best-practice in Languages Education in Victorian Schools.](#)

YEAR 7 JAPANESE SCIENCE

States of Matter

ぶつしつ じょうたい
物質の状態

NEW CLIL SCIENCE RESOURCES: COMING SOON!

DET has supported the MLTAV to work with CLIL teachers to develop a comprehensive suite of resources for implementing a Year 7 Science CLIL Unit. These resources will soon be available on the [FUSE](#) website for French, Indonesian and Japanese. The package will provide the unit planner (aligned to the Victorian Curriculum) and all teacher and student resources for a 10 -12 week unit on Scientific Method and States of Matter. The link to the resources will be available from the [MLTAV CLIL website](#) by the end of term 3, 2018.



NEW CLIL RESOURCES: GERMAN

The Goethe Institut Australien has recently developed a range of resources to support teachers of German implementing CLIL in STEM. [Click here](#) for more details.

Association for Language Learning

Home About News & Events Student Primary Secondary Research & Practice Join

Primary CLIL Resources

NEW CLIL RESOURCES: UK

The UK Association for Language Learning [website](#) has a number of Primary CLIL Resources. The materials are available for a range of languages and include ideas for teaching about Water Use, Solar System as well as a range of other concepts.

Digital Stories: Best-practice in Languages Education in Victorian Schools

The Education State: Victoria State Government Education and Training initiative

The Department of Education and Training, in conjunction with the Modern Language Teachers' Association of Victoria, Inc. (MLTAV), is pleased to have developed a series of Digital Stories - Best-practice in Languages Education in Victorian Schools. This series of Digital Stories is accessible on FUSE, and showcases a range of innovative, whole-school approaches to the provision of high quality and sustainable Languages programs, delivered by a range of government primary and secondary schools. Each story features the Principal and key staff outlining the unique features of their high-quality Languages program, including how Languages education has become an integral part of the school's curriculum.



CLICK HERE to view the 'Best-practice in Languages Education Digital Stories Fact Sheet'

To access the Best-practice in Languages Education in Victorian Schools Digital Stories see: <http://fuse.education.vic.gov.au/?98LH87>

DIGITAL STORY OUTLINES:

Bayswater South Primary School - German

Bayswater South Primary School provides a German bilingual program in which all children have 50% of their instruction taught in German and 50% taught in English each week. The school uses the Content Language Integrated Learning (CLIL) framework to plan for language and content outcomes to be taught through German. They also include a focus on literacy in the German program and provide students with many engaging opportunities to apply their German language skills.

Bellaire Primary School - French

Bellaire Primary School uses elements of Content Language and Integrated Learning (CLIL), inquiry and visible thinking in combination with the innovative use of ICT in their provision of French across their school. All children from Foundation to Year 6 have one hour of French per week, and other opportunities for extending language learning are maximised through

collaboration between the French teachers and the music teacher. In line with the innovative Years 5 to 6 program at the school, students in Years 5 and 6 select the French workshops they want to participate in to align with their learning goals and interests.

Bendigo Senior Secondary College - Chinese

Bendigo Senior Secondary College engages a large team of Languages teachers to provide quality Chinese language programs to students from Foundation to Year 12 across the Greater Bendigo region. This is facilitated using Polycom and face-to-face teaching and responds to the needs of the schools and students involved. The 'Team China' program, which is part of this provision, also includes opportunities to host students from China, participate in school trips to China and many other cultural experiences to engage learners.

Coburg North Primary School - Italian

Coburg North Primary School involves all classroom teachers in the provision of the Italian program across the school. All students have one hour of Italian, taught by the Italian teacher each week. Classroom teachers actively participate in these lessons to build their own language skills and enable both teachers and students to use Italian throughout the week. The school provides many other opportunities to engage with Italian including in a Kitchen Garden program.

Dromana Secondary College - Indonesian and Japanese

Dromana Secondary College provides a virtual Languages program in Indonesian and Japanese to a number of schools in their cluster through the combination of teaching via Polycom and face-to-face visits. The program is offered to Years 5 and 6 students, and provides an introduction to language learning, which then continues into the Languages program offered in Year 7 at Dromana Secondary College.

Oakleigh South Primary School - Japanese

Oakleigh South Primary School uses a team-teaching approach to facilitate the teaching of Japanese across the school. Two Languages teachers work with two classes of students at a time to provide all children from Foundation to Year 6 in this large school with 50-minute lessons in Japanese based on the 'literacy rotation' model. In Years 2 and 5, students have 100 minutes of Japanese each week with classroom teachers involved in supporting the learning centres. ICT, including regular Skype sessions with the sister school, and a school trip to Japan are other elements, which contribute to strengthening students' Japanese language learning opportunities.

Point Cook P-9 College - Indonesian

Point Cook P-9 College provides all students from Foundation to Year 9 with a comprehensive and engaging Indonesian language program. In the junior years, this includes the use of the Teaching with Comprehensible Input (TCI) and Teaching Proficiency through Reading and Storytelling (TPRS) approaches. Innovative use of ICT facilitates individualised learning, and engages learners along with many other opportunities, such as the school trip to Indonesia.

Westgarth Primary School - Spanish

Westgarth Primary School uses the Content Language and Integrated Learning (CLIL) approach in its provision of Spanish. All Foundation to Year 6 students engage in Discovery (Science and Humanities) and Visual Arts through Spanish. Junior students also participate in Music classes taught in Spanish. The school leadership and school community value the contribution that the CLIL approach provides for supporting student language development and engagement in learning.

Bringing bilingual learning to the table: Should more Victorian secondary schools implement CLIL programs?

Published by: IL GLOBO
 Published on: March 17, 2017
 Author: Laura Egan

IL GLOBO
 ITALIAN NEWSPAPER

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Article Link:

<http://ilglobo.com.au/news/33733/bringing-bilingual-learning-to-the-table-should-more-victorian-secondary-schools-implement-clil-programs/>

Exactly one month ago, [February 2017], Brunswick South Primary School made groundbreaking history, becoming the first Italian bilingual primary school in Victoria.



While the achievements of the school are immense, they do beg the question as to whether the children participating in the school's bilingual program will have the opportunity to carry on similar learning practices at a secondary level.

Currently, there are no secondary schools in the Brunswick area which offer a similar learning approach, at least for Italian, meaning that Brunswick South Primary School students may have to put

their contact with the Italian language on hold until they reach tertiary education.

For those who do not continue with their studies beyond secondary school, their time at Brunswick South Primary School may very well be their first and last encounter with the Italian language to such a great extent.

Fortunately, this is not the case in all areas of Victoria: Gladstone Park Secondary College and St Monica's College in Epping are two schools which have adopted the CLIL approach to allow their students to be immersed in the Italian language.

CLIL, which stands for Content and Language Integrated Learning, is an approach which involves the teaching of content in a foreign language, to allow students to learn subject matter while also being exposed to another language and culture.

Gladstone Park Secondary College first trialled this teaching approach in 2010 and, due to the high level of interest among students, fully implemented the program with two Year 9 classes in 2012.

"I still remember the excitement in both our students and teachers," Italian Program Manager Max Tosi said.

The program has since been extended and offers students from Year 7 to Year 9 the opportunity to learn History, Geography and Maths in Italian, making up to 50 per cent of their curriculum.

Five years since its inception, the school's CLIL program now involves eight teachers and is undertaken by around 130 students.

"My colleagues are wonderful and the families of our students strongly advocate the program," Mr Tosi said.

Gladstone Park Secondary College is invested in providing students a continual experience of the Italian language, working with Italian teachers at local primary schools to improve students' transition to secondary school, and offering Senior Italian studies from Year 10 onwards, which around 70 per cent of students opt for.

Mr Tosi was inspired by his own experience of bilingual learning in Europe and wanted to offer the same opportunities to his students, a decision which has certainly paid off.

The ambitious teacher and his colleagues have noticed the many benefits of the CLIL program, such as students' improved communication skills and awareness of how languages work.

“Because our students are exposed to a unique methodology, once they realise they can be successful at it, they develop great confidence and ability to speak in public,” he added.

“For this reason, I believe, CLIL students not only score very high in Italian and English but also are more motivated to learn and take student leadership positions with great pride, such as being SRC representatives or school academic captains.”

Coordinator of the CLIL Italian Program at St Monica’s College, Katy Destro-O’Reilly, has also noted myriad positive results of this teaching approach, including students’ ability to problem solve and communicate, and enhanced cultural awareness, creativity and self-resilience.

“From a more personal perspective, students have affirmed that the CLIL program has also positively affected their private lives,” Ms Destro-O’Reilly said.

“In their view, it has helped them to connect more with those grandparents who are monolingual speakers of Italian and reach out to members of the Italian community.”

St Monica’s College adopted the CLIL approach in 2012 as part of a state-wide research project to trial and evaluate its effectiveness in classrooms, teaching a group of Year 8 students the topic of Antarctica in Italian.

The program was officially launched in 2013, and is currently offered from Year 7 to Year 9, while students have the opportunity to study an advanced Italian class in Year 10.

Seven teachers are involved in the delivery of content for Religious Education, Geography and History in Italian, while Italian classes are also taught in the foreign language to expand students’ vocabularies and assist them with their comprehension of other subjects taught in Italian.

While few secondary schools have been able to successfully incorporate a CLIL approach into their curriculum, Ms Destro-O’Reilly hopes to see more schools take on the program in the future.

“The CLIL immersion program addresses the needs of 21st century learners for the globalised and multicultural environment in which they live; bilingual and multilingual education is a reality that cannot be ignored,” she said.

“I wish more secondary schools would share the same vision of prosperity, and emotional and professional growth in young people by embracing immersion programs as a starting point.”

Mr Tosi also believes that more schools should seek to introduce the CLIL program, in order for students to remain competitive in the rapidly evolving job market.

“Flexibility, communication skills and intercultural understanding will be the key to a successful career,” he affirmed.

“If you speak English, you can surely buy lots of things around the world and that’s fine, however if you don’t speak the local language would you be able to sell anything?”

Both coordinators of the successful CLIL programs at Gladstone Park Secondary College and St Monica’s College agree that the absence of secondary bilingual learning opportunities in areas such as Brunswick is a result of several factors.

According to Mr Tosi, schools that aim to implement the program require enthusiastic teachers who have sufficient qualifications in both the subject matter and the Italian language, along with open-minded administration staff who have some understanding of the process.

Ms Destro-O’Reilly added that many schools have perhaps hesitated to pursue this avenue with the belief that it may hinder students’ success.

“Currently, latent misconceptions about bilingual programs are inhibiting the number of schools from including immersion programs in their curriculum,” she said.

“Many people think of these programs as teaching approaches that deprive or hold our students back from advancing with their English language or from learning the content subject properly.”

In reality, students are taught the same topics and undertake the same assessments that any “normal” secondary school students would, while the Italian aspect is gradually introduced so as not to “bombard” students with information in a foreign language.

Ms Destro-O’Reilly also highlights that the CLIL program offers a dynamic mode of learning which stimulates students and increases their concentration and eagerness to actively participate in class.

While Gladstone Park Secondary College and St Monica’s College continue to thrive on their unique bilingual approach, it seems inevitable that others will follow in their footsteps in years to come, perhaps in Brunswick or other areas of Victoria.

After all, Ms Destro-O’Reilly sums it up perfectly: “Why not provide our learners with the opportunity to broaden their horizons?”

Victorian Curriculum Exemplar Units of Work for Languages

Victorian Curriculum units of work in French & Italian now available on the Department FUSE website

The Department of Education and Training, in conjunction with the Modern Language Teachers' Association of Victoria, Inc. (MLTAV), is pleased to have developed Victorian Curriculum units of work resources for FRENCH and ITALIAN, now available on the Department of Education and Trainings FUSE website, via the following direct links:

- **Galileo Galilei - Italian Unit of Work** (for Years 3-4):
<http://fuse.education.vic.gov.au/?99SZJH>



- **Discovering French - French Unit of Work** (for Foundation):
<http://fuse.education.vic.gov.au/?4QWN79>



VCAA Language Assessments

VCAA Language Assessments

A range of assessments designed to support teachers implementing the Victorian Curriculum F-10 Languages.



Need a snapshot of the language learners in your classroom?

With the start of Term 3, you could use the suite of free, online language assessments the VCAA has developed with ACER to gain a snapshot of students' language listening and reading skills. Suitable for levels 5–6 upward, in the 8 languages listed below.

Available languages

- | | |
|--|--|
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|  French |  Japanese |
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|  Indonesian |  Spanish |

Available at NO cost to all VICTORIAN schools

Registration

<https://www.acer.org/vcaa-language-assessments>

Registration Support

All registration support is provided by ACER.

E: oarssupport@acer.edu.au

T: 03 9277 5324

Support to get started

If you have any questions about how to register, create student lists, assign tests or any other questions how to get started, please contact:

E: oarssupport@acer.edu.au

T: 03 9277 5324

For more information about Language Assessments

Please contact:

- ACER at vcaalpa@acer.edu.au or T. 03 9277 5324
- VCAA F-10 unit vcaa.f10.curriculum@edumail.vic.gov.au or T. 03 9032 1788

Register and start using NOW

MLTAV and National Gallery of Victoria Collaboration

Language Support Educators Program

Program Background

The Language Support Educators' (LSE) Program was created in 2015 to enrich student groups' experience of excursions to the National Gallery of Victoria. Designed to develop intercultural understanding and language skills, the program has introduced students to exhibitions such as *Catherine the Great: Masterpieces from the Hermitage*; *Van Gogh and the Seasons*; *Hokusai*; *The House of Dior* as well as the NGV Permanent collections. For all LSE school bookings, the student group experience is facilitated by an NGV Educator supported by an MLTAV volunteer LSE. The LSE's role is to engage with students in their target language for a component of the session.

This exciting collaboration between MLTAV and the NGV has been a great success with Languages teachers and students, resulting in a significant increase in the demand for LSE assisted language classes throughout 2016, 2017 and now, 2018.

Benefits

The LSE program provides an opportunity for everyone involved to learn from each other and affords significant benefits to all:

For MLTAV Volunteers:

- Integrate their love of Languages with a passion for art;
- Remain active in their chosen profession;
- Learn from, and be inspired and invigorated by, the valuable knowledge, experience and passion of NGV Educators;
- Experience rich and meaningful professional, personal and social exchanges.

For NGV Educators:

- Expand and enrich their tailored Languages programs;
- Learn from, and be inspired and invigorated by, the valuable knowledge, experience and passion of volunteer Language Support Educators;
- Experience rich and meaningful professional, personal and social exchanges.

For Students and Teachers of Languages:

- Languages programs are enriched through a target language component of the excursion experience;
- The history and cultures associated with the students' language of study is brought alive in a Gallery talk including group analysis and discussion of

related works of art from different times, with the option of ten to twenty minutes being presented in the target language by a Language Support Educator, (focusing on a particular work in the collection to engage students in some simple language activities appropriate to the level of the group);

- Learn from colleagues within the same profession;
- Make links to the current curriculum and classroom activities;
- Develop new personal and professional relationships with like-minded people.

These benefits clearly demonstrate how the LSE Program not only enhances and enriches the experience of Languages learning, but just as importantly, brings people with a shared passion together in a spirit of cooperation to learn, share and be inspired by art. This is the key to the overwhelming success of the Program.

The LSE Program - the delivery of part of the schools bookings in a diverse range of Languages - is made possible because of our wonderful part-time / retired volunteer Languages teachers.

How can you become a Language Support Educator?

Being involved in this program as an LSE, is a wonderful opportunity! If you are passionate about Languages learning and art, (and a qualified Languages Methodology Teacher), who is working part-time, retired, or training as a Languages teacher and if you wish to find out more about being involved, we are very keen to hear from you!



LSE's who have participated in this program has been delighted with, and inspired by, the wonderful experience. Feedback from students and teachers involved has also been outstanding!

To discuss the possibility of your being involved in the program, please contact Kerry O'Connor, Office Manager, MLTAV info@mltav.asn.au. Also, if you know of any colleagues, (retired or part-time experienced Languages teachers), who may be interested in becoming an LSE for this program, please also encourage them to contact Kerry at the MLTAV Office.

Please [click here](#) to contact the NGV Education Programs booking office if you are interested in taking a group of students to one of the Language Support Educator programs.

Southern Cross Cultural Exchange advertisement

See your world, experience another culture and learn a new language!

**SPEND THIS YEAR'S SUMMER BREAK ABROAD OR
EMBARK ON A 2019 YEAR OR SEMESTER EXCHANGE.**

APPLICATIONS ARE DUE SOON!



Do you want to practice the language you're learning but don't want to miss too much school? The majority of our 6-week, 2 month, 2.5 month and 3 month programs depart in November to countries all over the world and applications are due in the next few months.

Alternatively, immersing yourself in another culture is a terrific way to perfect another language. In fact, these experiences have shown that you will even begin to dream in that language within the first few months!! The time has come to apply for your 2019 full year or semester (5-6 month) programs departing in January.

Spend Christmas in Germany, a year in Italy, study in Japan or combine a program between France and Réunion Island! Wherever you may dream of going, whatever language you wish to learn, get in touch with SCCE, learn about your options, get out there and **EXPERIENCE YOUR WORLD.**



FOR MORE INFORMATION PLEASE GET IN TOUCH WITH SOUTHERN CROSS CULTURAL EXCHANGE

 1800 500 501

 scceaust@scce.com.au

 www.scce.com.au

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Languages on the National Scene

Learning languages early is key to making Australia more multilingual

Published: The Conversation online, July 3, 2018 6.08am AEST

Updated July 4, 2018 4.05pm AEST

Author: Robyn Moloney, Senior Lecturer, Macquarie University

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<https://theconversation.com/learning-languages-early-is-key-to-making-australia-more-multilingual-99085>

In their early years, children have the ability to accurately produce all sounds of all languages, to mimic a near-perfect accent, which makes it an optimal time for learning a second language.

There are several different ways of thinking about what languages we should offer at school. Research suggests that Australian school children may not be studying the right ones.

Simon Birmingham recently announced the government will invest an additional A\$11.8 million in a successful preschool language learning program.

Some 300 languages are spoken in Australia. In the Greater Sydney area alone, nearly 40% of households speak a language other than English and many children of these households attend weekend community language learning. But, in New South Wales for example, less than 10% of secondary students make it through to a final end of secondary school examination (Higher School Certificate) in an additional language. A report of Chinese learning shows of all the learners who start Chinese study 96% have dropped out by senior secondary level.

The additional funding for pre-secondary school language education is a step in the right direction to making Australia a more bilingual country. Starting early is the key to making sure students continue with their language education.

Early Learning Languages Australia

Appetite for learning a language must be created by starting early, through generating curiosity and fun in playing with language. [Early Learning Languages Australia \(ELLA\)](#) does this.

Introduced in 2017, ELLA has created a [play-based](#) interactive language learning program for tablet devices. This makes language learning visual and engaging for preschool children.

The program uses characters, game activities and songs to teach simple language. Apart from a few prompts in English, it immerses the child in understanding and using the target language. The program is based on decades of [international studies](#) of early immersion language learning which have consistently shown the cognitive, neural, visual-spatial, conceptual, social and personal benefits of early language learning.

Children's use of language in songs and games resembles the natural way people learn their native language. In early years, children have the ability to accurately produce all sounds of all languages, to mimic a near-perfect accent, and they will speak and sing without the inhibitions of adolescence.

The [research evaluation](#) of the program has been sound, using cognitive, behavioural and qualitative measures.

Increasing early language learning

The increased funding to Early Learning Languages Australia will expand the program to a total 5,000 preschools nationally, including long daycare centres with preschool programs. This represents a significant impact to the sector.

Languages currently available include Arabic, Chinese (Mandarin), French, Indonesian, Italian, Japanese, Spanish, Modern Greek and Hindi. The additional funding will add Korean, Vietnamese, Turkish and German to the program. All of these languages are included in the [Australian Curriculum](#) for schools.

The program will also be trialled in 300 schools, in Foundation (kindergarten) to year two, in 2019-2020. This may help lay the groundwork for future sustained interest.

Tired arguments are holding us back

Research has shown the efforts of some of the most talented teachers running rich, motivating programs are currently undermined by discouragement from school leadership and parents.

There are two tired arguments about early language learning in public schools which stifle the progress of school language learning. The first is the lack of qualified teachers - the solution is to train more! The training of specialist primary school language teachers has begun, but needs more investment.

The second argument is contested space in the “crowded curriculum”. Putting the value judgement aside, there is already one solution in place.

In a small but growing number of schools, primary language teachers are successfully collaborating with regular classroom teachers to teach selected units from, for example, geography or science, in a language other than English. This achieves two learning objectives at once.

Investment in early learning, through preschool and primary years is the key to unseating these arguments, and achieving sustained language achievement. Victoria has led the way in attaching value to language study, making learning a language compulsory in primary years.

Many independent schools have conducted highly successful continuous preschool, primary and secondary school language programs for many years.

The longer term objectives of early language learning are to provide intellectual stimulation, intercultural curiosity and for children to see linguistic diversity as an every day affair in classrooms and playgrounds.

The Australian curriculum is built on seven general capabilities, one of which is intercultural understanding. The most powerful vehicle for this is through language learning. If we start early, this is where children learn to value both their own cultures, languages and beliefs, and those of others.

Early Learning Languages Australia program (ELLA)

This information about ELLA has been sourced from The Australian Government - Department of Education and Training website:

<https://www.education.gov.au/early-learning-languages-australia>

A key part of the Australian Government's commitment to supporting language study is the Early Learning Languages Australia program (ELLA). In the 2018-19 Budget, it was announced that the Government is committing further funding to continue the national availability of ELLA in preschools and to trial ELLA in schools with students in Foundation to Year 2 in 2019 and 2020.

ELLA is a digital, play-based program which includes a series of interactive applications (apps), aimed at making language learning engaging and interesting to preschoolers. The ELLA program became nationally available to eligible preschool services in 2017 and is delivered on an opt-in "bring your own device" basis.

This year, approximately 2,500 preschool services have chosen to implement ELLA, with a reach of over 80,000 children. Languages available include Arabic, Chinese (Mandarin), French, Indonesian, Italian, Japanese, Spanish, Modern Greek and Hindi.

In the 2018-19 Budget, the Government announced that an additional \$11.8 million will be invested in the highly successful ELLA program. This will support the continued expansion of ELLA in preschools and will extend the program into schools through a trial for students in Foundation to Year 2 (F-2). Funding will also support the introduction of Korean, Vietnamese, Turkish and German to the ELLA application. This will fully align to all the languages in the Australian Curriculum which were nationally endorsed by all Education Ministers in December 2015.

The extended program will be trialed in up to 300 schools across Australia in the 2019 and 2020 calendar years. This is an exciting opportunity which will enable more students to access the benefits of language learning through digital technology, especially where language teachers are not available. Further information on the expression of interest for the F-2 schools trial will be made available on this webpage at a later date.

What is Early Learning Languages Australia?

Research points to the many benefits associated with learning a different language from a very young age including cognitive, neural, visual-spatial, social and linguistic. Children who have studied languages from a young age

generally perform better in literacy and numeracy tests when compared to children who have never learned another language.

The experience of learning another language and building intercultural understanding also supports children to learn to value their own cultures, languages and beliefs, and those of others. This assists to cultivate mutual respect of other cultures, which is an important value in our multicultural and diverse Australian society.

The ELLA program includes a suite of materials, including apps for educators and families, resource material and educator support networks, developed to support the effective delivery of early language learning in preschool services.

The preschool apps have been custom developed for language learning on mobile tablet devices and provide children the opportunity to develop recognition of the different sounds and concepts of another language through play-based learning. Children are introduced to words, sentences and songs and through age appropriate experiences and practices related to the chosen language.

The program provides opportunities for children to learn through interaction with a rich variety of experiences and encourages collaboration between peers and with educators as co-learners.

The language activities in each of the preschool program apps are aligned to the learning outcomes in the Early Years Learning Framework (EYLF), a key component of the Australian Government's National Quality Framework for early childhood education and care. A [copy of the EYLF](#) can be found on the Department of Education and Training website.

ELLA in F-2 will be designed so that any teacher can use the program with their students, and assess outcomes against the Australian Curriculum: Languages. Teachers will also receive training (via face-to-face and online workshops) to support them to assess language learning through ELLA.

Further information about the ELLA preschool program is available at www.ella.edu.au.



ALC: Assessment of Language Competence

ALC



Assessment of Languages Competence



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Would you like to promote your languages program?

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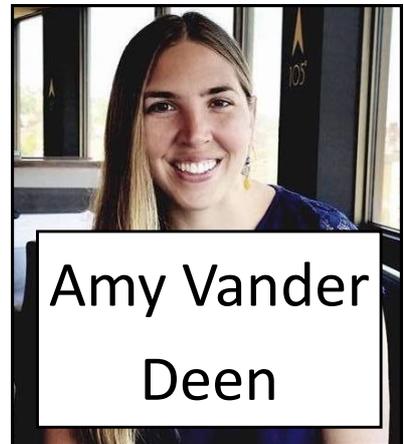
TCI Professional Learning Opportunity in SA

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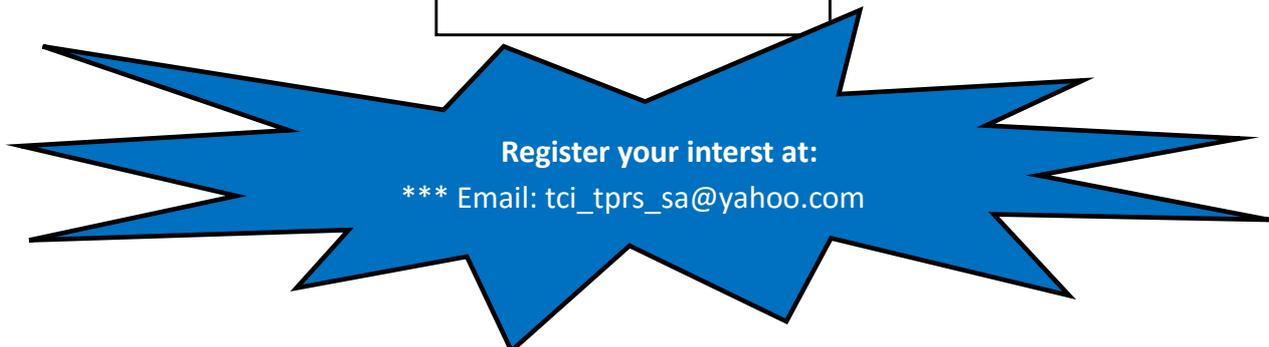
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with
presenters...



NSW Department of Education *Ninganah No More* Funding Initiative

This information about *Ninganah No More* has been sourced from the New South Wales Department of Education website:

<https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/grants-and-funded-programs/ninganah-no-more>

Program Overview

The *Ninganah No More* Aboriginal language program aims to increase the level of Aboriginal languages being taught in early childhood services across New South Wales (NSW).

The program provides an opportunity for Aboriginal culture and identity to be developed and nurtured in the earliest stage of formal education across NSW.

The total program budget for the *Ninganah No More* program - \$500,000.

Objectives

The program has five core objectives:

- to increase the literacy and vocabulary skills of Aboriginal children in NSW;
- to support Aboriginal children to develop into bilingual speakers;
- to develop stronger links between early childhood education services and their local Aboriginal communities;
- to increase and strengthen Aboriginal language programs being delivered in early childhood education services in NSW;
- to support all children in learning Aboriginal culture and language.

Eligibility Criteria and Monitoring & Evaluation

Applications for *Ninganah No More* closed on 11 May 2018. The department (NSW) will monitor and evaluate the implementation of programs funded under *Ninganah No More*. Funded organisations will be required to provide information to help with this evaluation.

To find out more about the program, please contact the Aboriginal Services team at the NSW department's Early Childhood Education Directorate - Email: AboriginalprogramsECED@det.nsw.edu.au

AFMLTA 2019 Conference - Save the date



The poster features a central image of a stone wall with a jagged hole through which a bright sunset or sunrise is visible, with birds flying in the sky. The background is a dark blue sky with a white geometric network of lines and dots. A large red triangle points upwards from the bottom left, containing the text 'LANGUAGES - BREAKING THROUGH WALLS'. The AFMLTA logo is in the top right corner, and a larger version of the logo is in the bottom left. The main text 'Save the date 7-9 JULY 2019' is prominently displayed in the center. Below the main text, it says 'LANGUAGES - BREAKING THROUGH WALLS'. At the bottom right, it says '22nd AFMLTA INTERNATIONAL LANGUAGES CONFERENCE Hobart, Tasmania' and 'Call for papers and online registrations opening soon!'. The website 'afmlta.asn.au' is at the bottom left.

Save the date
7-9 JULY
2019

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Languages on the International Scene

Kamishibai: how the magical art of Japanese storytelling is being revived and promoting bilingualism

Published: The Conversation online, June 28, 2018 10.47pm AEST

Author: Géraldine D Enjelvin, Associate Lecturer in French,
University of York

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<https://theconversation.com/kamishibai-how-the-magical-art-of-japanese-storytelling-is-being-revived-and-promoting-bilingualism-97041>



In a world where technological advancement seems to be at the forefront of almost everything, it can sometimes feel like if it doesn't have a screen or a keyboard, it isn't worth engaging with.

Yet despite this backdrop of ongoing high tech developments, a centuries-old Japanese storytelling tradition is being revived for modern audiences. Meet kamishibai - from kami, meaning paper and shibai, meaning play or theatre - the ancient Japanese storytelling tool that many librarians, nursing-homes and schools use in several countries around the world.

Pronounced ka-mee-shee-bye, kamishibai is such a powerful medium that Médecins sans Frontières (Doctors Without Borders) adopted it in 2011 as part of its AIDS campaign: "Befriend Malik".

And more recently a French organisation promoting multilingualism, DULALA - which stands for D'Une Langue A L'Autre, and translates as “from one language to the other” - encouraged French schools to enter its first national kamishibai competition. This year, DULALA launched its first international “[Plurilingual Kamishibai competition](#)”.

The street style of storytelling is reminiscent of two Japanese traditions: [etoki](#), the art of picture telling which [dates back to the 12th century](#) and [benshi](#) - the [silent film narrators of the 1900s](#). But unlike a picture book which is designed to be enjoyed by an individual, kamishibai is a group activity - a shared experience. Storytellers engage their audience, eliciting reactions and answers from their public.

A brief history of kamishibai



Image above: Kamishibai illustration (collage and painting) from budding artist Béréngère Bossard.
Author provided

From the 1920s to the early 1950s, Japanese sweet sellers and storytellers travelled by bicycle from town to town, village to village, drawing large, young audiences. [Kamishibai men](#) would secure their *butai* - a wooden structure, half picture frame, half theatre stage - [to the back of their bicycle](#), and would use wooden clappers (*hyoshigi*) to beckon their young spectators.

The children who had purchased sweets from him were allowed to sit at the front. Once everyone was settled, the kamishibai man would start telling a story - pulling each of his numbered storyboards from the side, and sliding it at the back of the stack, one after the other.

On the front of the boards were illustrations for the audience to enjoy, whereas on the back of the previous storyboard was the corresponding passage, which the storyteller would read aloud.

To ensure repeat custom, the kamishibai man stopped at a cliffhanger point. The children, eager to know the end of his story, would come back and buy more sweets.



Image above: Children's kamishibai illustration (collage and drawing) *Author provided*

Paper play

Kamishibai performances and workshops are popular in [France](#), [Belgium](#), [Italy](#), [Spain](#), [Germany](#), [South America](#) and [the US](#).

The storyboards can introduce audiences to folktales from Japan - such as the [Hats for the Jizos](#). Or for European audiences, they might focus on tales from closer to home, such as [The legend of the fir tree](#) from Alsace - a cultural and historical region in eastern France.

They also cover a wide range of themes, from [friendship](#), to [getting old](#), [Father Christmas](#), and even [autism](#). They can be very factual - some explain the [water cycle](#), while others focus on [Leonardo da Vinci](#) or [Nagasaki atomic bomb survivors](#).

Modern storytellers

Kamishibai is an extremely versatile and entertaining tool, which explains why schools in many countries have adopted it in the classroom. It offers an integrated approach not only to learning or revising, but also to drama and visual art. So it's not really surprising then that more and more kamishibai stories are available in [several languages](#) - and some offer up to three levels of reading difficulty per story.



Image above: Children's kamishibai illustration (collage and painting) *Author provided*

Tara McGowan, who has published [several books and articles on kamishibai](#), explains that this tool offers a [spectrum of possibilities](#): “from extreme top-down control” - when a teacher reads a published kamishibai story to “a quiet audience of well-behaved children” - to practices that give students the chance to direct.

As a result, kamishibai performances can take various forms. At times, the storyteller reads a published kamishibai, but occasionally improvises and incorporates the audience's perspectives during the telling. At other times, members of the audience may take over the reading or performance of published kamishibai stories. Ultimately, participants can create and perform a kamishibai - individually or as a group - [writing an original tale and illustrating their own storyboards](#) using drawing, painting, and collage.

You can make your own butai in cardboard or in wood. Some butais look rather plain, while others are real works of art - the audience feels transported to another world before the story has even begun.



Image above: My own kamishibai story box, which, with its blue shutters, should remind the audience of the south of France. *Author provided*

*A different
language is a
different
vision of life.*

Federico Fellini

We could ask this same question of the entire globe. People don't speak one universal language, or even a handful. Instead, today our species collectively speaks over 7,000 distinct languages.

And these languages are not spread randomly across the planet. For example, far more languages are found in tropical regions than in the temperate zones. The tropical island of New Guinea is home to over 900 languages. Russia, 20 times larger, has 105 indigenous languages. Even within the tropics, language diversity varies widely. For example, the 250,000 people who live on Vanuatu's 80 islands speak 110 different languages, but in Bangladesh, a population 600 times greater speaks only 41 languages.

Why is it that humans speak so many languages? And why are they so unevenly spread across the planet? As it turns out, we have few clear answers to these fundamental questions about how humanity communicates.



Some ideas, but little evidence

Most people can easily brainstorm possible answers to these intriguing questions. They hypothesize that language diversity must be about history, cultural differences, mountains or oceans dividing populations, or old squabbles writ large - “we hated them, so we don't talk to them.”

Image above: Why do some places have many languages, and others only a few? Man vyi, CC BY-SA

The questions also seem like they should be fundamental to many academic disciplines - linguistics, anthropology, human geography. But, starting in 2010, when our diverse team of researchers from six different disciplines and eight different countries began to review what was known, we were shocked that only a dozen previous studies had been done, including one we ourselves completed on language diversity in the Pacific.

These prior efforts all examined the degree to which different environmental, social and geographic variables correlated with the number of languages found in a given location. The results varied a lot from one study to another, and no clear patterns emerged. The studies also ran up against many methodological challenges, the biggest of which centered on the old statistical adage - correlation does not equal causation.

We wanted to know the exact steps that led to so many languages forming in certain places and so few in others. But previous work provided few robust theories on the specific processes involved, and the methods used did not get us any closer to understanding the causes of language diversity patterns.

For example, previous studies pointed out that at lower latitudes languages are often spoken across smaller areas than at higher latitudes. You can fit more languages into a given area the closer you get to the equator. But this result does not tell us much about the processes that create language diversity. Just because a group of people crosses an imaginary latitudinal line on the map doesn't mean they'll automatically divide into two different populations speaking two different languages. Latitude might be correlated with language diversity, but it certainly did not create it.

Can a simple model predict reality?

A better way to identify the causes of particular patterns is to simulate the processes we think might be creating them. The closer the model's products are to the reality we know exists, the greater the chances are that we understand the actual processes at work.

Two members of our group, ecologists Thiago Rangel and Robert Colwell, had developed this simulation modeling technique for their studies of species diversity patterns. But no one had ever used this approach to study the diversity of human populations.

We decided to explore its potential by first building a simple model to test the degree to which a few basic processes might explain language diversity patterns in just one part of the globe, the continent of Australia.

Our colleague Claire Bovern, a linguist at Yale University, created a map that shows the diversity of aboriginal languages - a total of 406 - found in Australia prior to contact with Europeans. There were far more languages in the north and along the coasts, with relatively few in the desert interior.

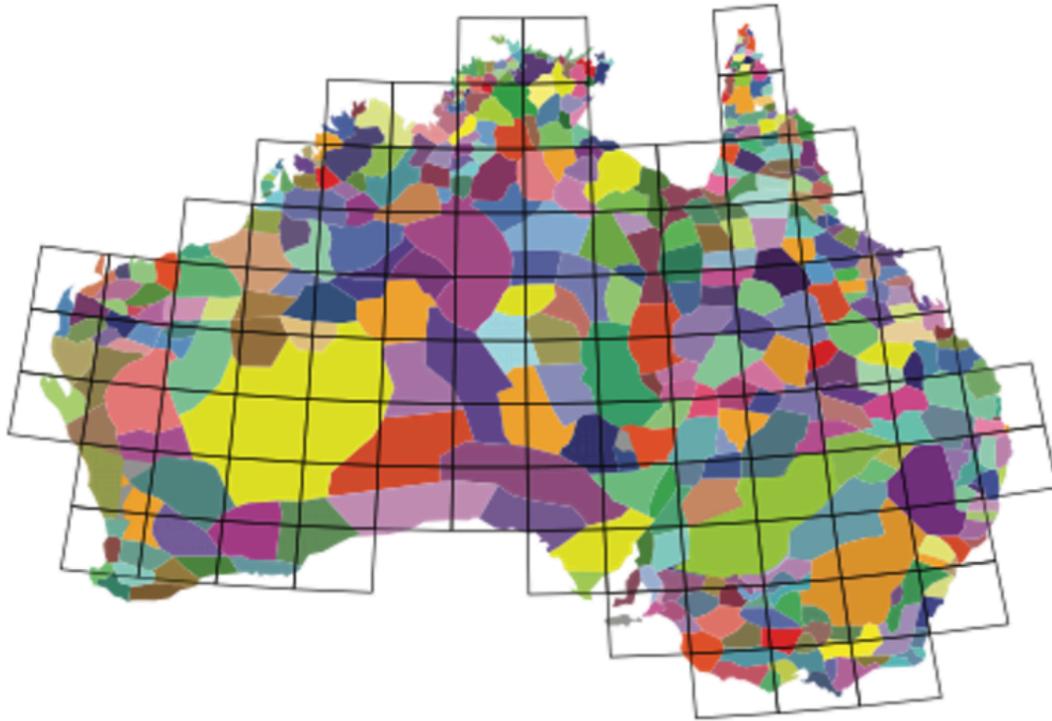


Image above: Map of Australia's 406 languages before contact with Europeans. Claire Bower, Yale University, with support from the National Science Foundation BCS-1423711, CC BY

We wanted to see how closely a model, based on a simple set of processes, could match this geographic pattern of language diversity. Our simulation model made only three basic assumptions. First, populations will move to fill available spaces where no one else lives.

Second, rainfall will limit the number of people that can live in a place; Our model assumed that people would live in higher densities in areas where it rained more. Annual precipitation varies widely in Australia, from over three meters in the northeastern rainforests to one-tenth of a meter in the Outback.

Third, we assumed that human populations have a maximum size. Ideal group size is a trade-off between benefits of a larger group (wider selection of potential mates) and costs (keeping track of unrelated individuals). In our model, when a population grew larger than a maximum threshold - set randomly based on a global distribution of hunter-gatherer population sizes - it divided into two populations, each speaking a distinct language.

We used this model to simulate language diversity maps for Australia. In each iteration, an initial population sprung up randomly somewhere on the map and began to grow and spread in a random direction. An underlying rainfall map determined the population density, and when the population size hit the predetermined maximum, the group divided. In this way, the

simulated human populations grew and divided as they spread to fill up the entire Australian continent.

Our simple model didn't include any impact from contact among groups, changes in subsistence strategies, the effects of the borrowing of cultural ideas or components of language from nearby groups, or many other potential processes. So, we expected it would fail miserably.

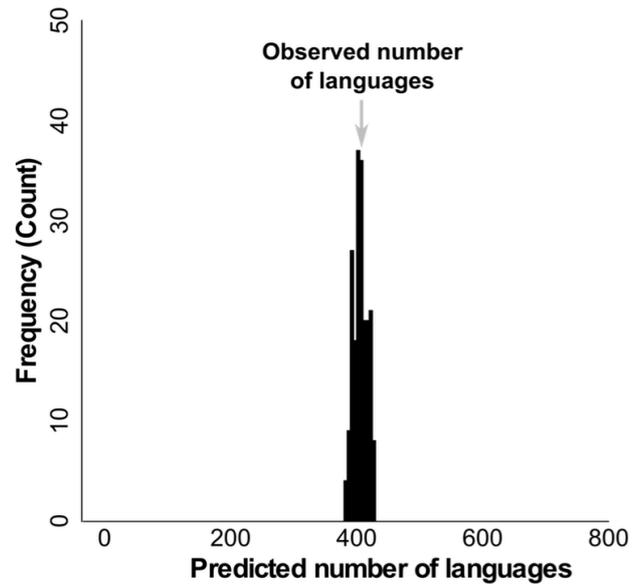


Image above right: The simulation model predicts virtually the same number of languages (407) as were observed in reality (406). Gavin et al DOI: 10.1111/geb.12563, CC BY

Incredibly, the model produced 407 languages, just one off from the actual number.

The simulated language maps also show more languages in the north and along the coasts, and less in the dry regions of central Australia, mirroring the geographic patterns in observed language diversity.

And so for the continent of Australia it appears that a small number of factors – limitations rainfall places on population density and limits on group size –

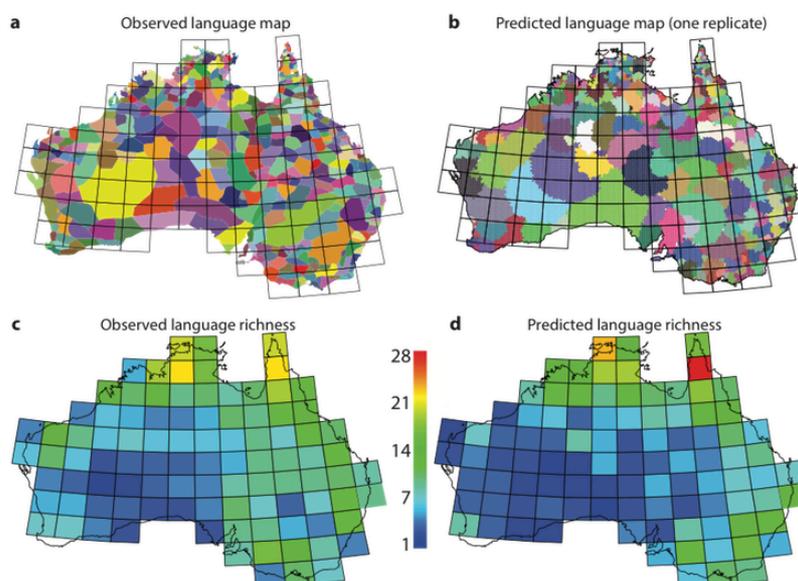


Image above: A simulation model based on a few simple processes predicts much of the geographic variation in language diversity in Australia. Gavin et al DOI: 10.1111/geb.12563, CC BY

might explain both the number of languages and much of the variation in how many languages are spoken in different locations.

Applying the model elsewhere

But we suspect that the patterns of language diversity in other places may be shaped by different factors and processes. In other locations, such as Vanuatu, rainfall levels do not vary as widely as in Australia, and population densities may be shaped by other environmental conditions.

In other instances, contact among human groups probably reshaped the landscape of language diversity. For example, the spread of agricultural groups speaking Indo-European or Bantu languages may have changed the structure of populations and the languages spoken across huge areas of Europe and Africa, respectively.

Undoubtedly, a wide variety of social and environmental factors and processes have contributed to the patterns in language diversity we see across the globe. In some places topography, climate or the density of key natural resources may be more critical; in others the history of warfare, political organization or the subsistence strategies of different groups may play a bigger role in shaping group boundaries and language diversity patterns. What we have established for now is a template for a method that can be used to uncover the different processes at work in each location.

Language diversity has played a key role in shaping the interactions of human groups and the history of our species, and yet we know surprisingly little about the factors shaping this diversity. We hope other scientists will become as fascinated by the geography of language diversity as our research group is and join us in the search for understanding why humans speak so many languages.

THE NVERSATION

Modern Language Teachers' Association of Victoria, Inc.

The MLTAV is a professional association for teachers of Languages, and the umbrella organisation for approximately twenty Single Language Associations (SLAs) in Victoria.

In cooperation with its member associations, the MLTAV supports teachers and learners of Languages other than English throughout Victoria by providing quality services, including Professional Learning opportunities, advocacy and consultancy. The MLTAV aims to encourage and promote the learning of Languages as an essential part of the school curriculum.

The MLTAV is an association of Languages educators in primary, secondary, and tertiary institutions, from all sectors - Catholic, Government and Independent. The MLTAV has representation on the peak bodies: the Victorian Ministerial Advisory Council for Multilingual and Multicultural Victoria (MAC-MMV) and the Languages Forum.

MLTAV is also an active member of the Council of Professional Teaching Associations of Victoria (CPTAV).

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