Collaboration

Our watchword for 2020 and beyond

"Coming together is a beginning, staying together is progress, and working together is success"
- Henry Ford.

Table of Contents

President's Welcome

Dear MLTAV Members,

I am delighted to be able to present the new-look July 2020 edition of MLTAVs Journal, Languages Victoria. I would like to take this opportunity to thank the MLTAV Publications sub-committee for their work on this excellent edition.

I would also like to take this opportunity to acknowledge our Professional Community's exemplary response to ensuring the continuity of the Teaching and Learning of Languages throughout the recent COVID-19 Pandemic enforced remote teaching and learning environment.

Not only did we rapidly adapt to this new and uncharted way of educating, we embraced it by not only resolving the challenges, but more importantly, by focusing on the opportunities it presented.

The 'coming together' of Languages educators globally, to share information, resources, experience and expertise was unprecedented. It was a steep learning curve, but together, we rose to the challenge and have learn so much from the experience.

The *lessons* we learnt about ourselves, as educators, our students, parents and our profession as a community, is unparalleled to anything we have experienced before. We were forced to look through an alternate lens and see ourselves and the world around us differently. We needed to look inwardly to draw on our own experience, expertise, knowledge, passion, strength and courage and marry that to looking outwardly to share, support, acknowledge and care for each other during a time of great uncertainty. It is in this spirit that the concept for this Journal edition was born - *Collaboration: our watch word for 2020 and beyond*. In a sense, now more than ever, we understand the critical need of a collaborative approach to all that we do, personally and professionally.

The MLTAV is pleased to be able to participate in a collaborative and supportive approach towards members and the wider profession at a time that understanding and generosity were paramount. With the support of the Victorian Government, MLTAV was able to openly offer a freely accessible suite of webinars targeted at supporting Languages teachers with the shift to an online teaching and learning environment. We were also able to facilitate a new section on our website to share a multiplicity of resources towards the same aim. These resources were a compilation of the wealth of information also shared via MLTAV social media platforms. We have received an insurmountable amount of positive feedback about these mechanisms of support.

We now look forward to working together to ensure that the *professional growth* of the past months *is not* lost but rather incorporated into the 'new normal' of our teaching practice. We plan to continue this way of thinking and will showcase this throughout sessions in our 2020 Virtual Conference: *Reimagining Languages Education*.

We should all be proud of ourselves, each other and in particular, our students! Well done!

Andrew Morabito, President, MLTAV

Collaboration

What a year we are living through!

Never before as Languages teachers in Victoria have we faced a challenge like this year, having had to re-think our methods, resources, planning, assessment and relationships. However … we did it! We put ourselves on the frontline, faced the challenge and came out as a stronger community. As an Association that supports Languages teachers MLTAV reflected on the fact that some of the main characteristics that helped teachers get through this exceptional time has been working together, supporting each other, sharing ideas, frustrations and new ways of teaching. This is the reason of the title of this first edition of a new Languages Victoria.

Collaboration: our watch word for 2020 and beyond.

As the Publication sub-committee, we worked together to design a new-look Languages Victoria. A special thank you to all the teachers and MLTAV members who have generously shared their time, expertise, passion and love for teaching by writing articles, sharing resources and ideas to contribute to this first edition.

The formal definition of 'collaboration', according to the online dictionary is *'the action of working with someone to produce something'.* However, we expand on this definition to emphasise working together as a Languages teaching community, using our passion of our profession to support each other and turn this word into practice.

Enjoy the articles and feel the collaborative spirit!

The Publication sub-committee.
Dolly, Elena, Felix and Kerry

New Look New Content

You will have noticed that this edition of Languages Victoria (LV) encompasses a 'new look and feel'. After many years of our previous look LV, the MLTAV Publications Sub-Committee felt it is perfect timing to think differently and embrace a revamp of our Member Journal.

This July edition presents the first attempt of shifting to this 'new look' and offers MLTAV members news, articles, resources and reviews to support their teaching practice. The new Journal concept also encourages members to become protagonists through contributions that showcase, advocate and champion particular ideas of their own practice. From this edition, most of the content of LV is written by Languages teachers for Languages teachers. We hope that LV will become your space, your voice, your Journal, now more than ever!

Survey: your needs first
The Publications Sub-Committee invites you to enjoy this edition and provide your thoughts, feedback and suggestions. What do you think of the new look? Do you like the content? What would you like to see incorporated into the next edition of the Journal?

Once every two-years MLTAV invites its members to complete an online survey to have their say on various operational aspects of the Association.

This year's Member Survey has been divided into sections that reflect MLTAV's Strategic Plan. Each of our Sub-Committees has contributed questions specific to their focus areas. Therefore, the Member Survey has the following five sections:
1. Advocacy / Website
2. Finances
3. Professional Learning
4. Publications
5. Social Media

Please [click here](#) to access the MLTAV 2020 Member Survey. It should take no longer than 10 minutes to complete. Please ensure you have your say by completing the survey by the closing date: 5pm FRIDAY 31 July 2020. Thank you!

MLTAV 2020 Member Survey
Have your say!

Collaborative Sharing

Collaborative professional practice heightens the impact that individual teachers, even the most accomplished, have on student learning. Sharing personal experience, knowledge, insights, ideas, resources with each other is fundamental to this process.

To this end, I point you to an interesting document titled: 'Purposeful Collaboration Collective Responsibility Learning Impact Professional Practice Elements Victorian Government Schools Agreement 2017':

https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/17-0129EBAGuideforteachers.pdf

It is in this spirit of collaboration that in the section 'Collaborative Sharing' we will offer materials for effective teaching practice. MLTAV has asked some of its members to share resources to showcase good practice that can be adapted by other Languages teachers in their specific contexts. If you are interested in sharing a valuable resource with MLTAV members, please get in touch with Kerry (info@mltav.asn.au).

Article for Languages teachers in primary school settings

Year 5 Prepositions in the Language Classroom. Doesn't grab you? Let's rename it 'Super Mario – Create your own game!'
By: Kathleen Duquemin – Gardenvale Primary School

Introduction:
I have used Super Mario as a theme for introducing prepositions to the students since 2017 with significant success. The concept – creating a game screen, labelling and describing in the target language – lends itself well to the learning of prepositions, sentence structure, grammatical particles, and loanwords, and well as incorporates reading, writing, and speaking.

The introduction of the Nintendo Game 'Super Mario Maker' in 2019 – where players create their own game screen - brought authenticity to this unit of work. Many of my students are familiar with this game, so when challenged to create a game screen in Japanese, it is almost as though language learning is a game – BONUS!

There is also a lovely opportunity to discuss similarities in cultures – and the fact that games (and kids) are the same in most cultures.
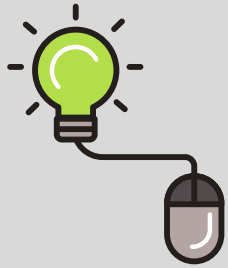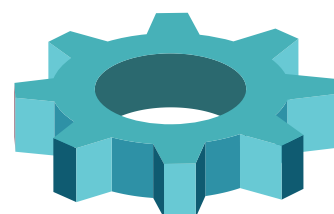
Linguistic features in this unit of work:

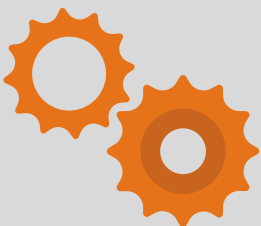In Japanese, students are required to learn three different scripts:
- hiragana ひらがな,
- katakana カタカナ, and
- kanji 漢字.

In addition, students are required to understand the role of the phonetic guide – small script above the main script.

this can be found in the home tab
Phonet`ic Guide

Learning how to use prepositions offers a perfect opportunity to cover all of this in one unit of work.

In addition, this unit of work addresses:
• the use of grammatical particles;
• a new sentence structure;
• use of conjunctions to extend sentences;
• recognise and use loanwords;
• understand and use animate and inanimate verbs.

This unit of work also addresses more than half of the Level 5 and 6 Achievement Standards in both Communicating and Understanding.

Introduction to the unit of work:
Tune in videos:

• Japanese game show – Kasou Taishou – Super Mario
  https://www.youtube.com/watch?v=n5z3fxbLlGw

• Super Mario Odyssey trailer video
  https://www.youtube.com/watch?v=QoVBtEo-egk

• Super Mario Maker trailer video
  https://www.youtube.com/watch?v=azTQg0tE-RA

These videos provide a lovely frame to the learning, bringing a little fun (with the Japanese game show) and some authentic language in the trailer videos.

Vocabulary:
Super Mario is not new to most students, so as we view the videos, students are given a list of familiar English words that they have to try to identify in the video in the target language. This is a very interesting thinking routine – both for students and as a teacher watching the thought process that students use.

Vocabulary to locate in the Super Mario Maker video:
Super Mario
block
Mushroom
the same
big
to make
course
internet
hundred

Extra challenge - which words are loanwords? How do you know?
(this is a great opportunity to discuss the predictable nature of pronunciation and the Japanese chart)

Vocabulary to locate in the Super Mario Odyssey video (first 15 seconds):

country くに (I give them this vocabulary so that they can work out the next three in the list): city, forest, beach, travel

For the rest of this video, students are challenged to try to identify loanwords. The language in this video provides an opportunity to discuss the purpose of loanwords – in particular why loanwords are used when there are suitable native words available in the target language, for example 'super moon' and 'crazy cap'.

Watching these videos is also a nice way to begin developing a unit-dictionary.

Prepositions:

English	Kanji	Hiragana
up / above	上	うえ
down / below/ underneath	下	した
in / inside	中	なか
out / outside	外	そと
front / in front of	前	まえ
back / behind	後ろ	うしろ
left	左	ひだり
right	右	みぎ

Roll Question

While calling the roll, I toss a soft toy to the student whose name is next (often a plush toy) and they have to say, in Japanese, where the object is in relation to them, eg. 'in front of me'. For the first week, the students do need a little support, but by the second week, they become quite familiar with the phrases required.

After a few weeks, the language required increases, and they need to use a full sentence, eg. 'The spider is in front of me'. Then, for the last few weeks of the unit, the students are allowed to place the object where they like (eg. under the table, on top of the book, in the laptop bag) and need to describe the position in relation to another object, eg. the spider is under the table.

In just one lesson, they hear the target phrase in the first five minutes at least 25 times (often more as I repeat the phrase after the student to acknowledge and model the pronunciation), so this is a great way to reinforce the language.

Mnemonics and a song

All of the prepositions are introduced with mnemonic clues (students are invited to improve on the clues provided). They then learn a rather catchy song – only about 30 seconds long – with actions.

The kanji are introduced with image clues initially, and students generally remember them easily because of their visual nature.
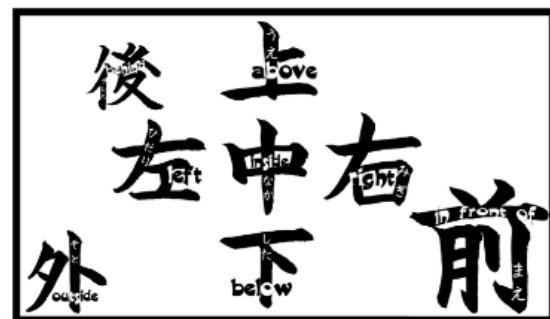
Spoons

This game is a fast one where the goal is to get 4 matching cards – kanji, hiragana, English and image. There are spoons in the middle of the table (one less spoon than the number of students), and each student has 4 cards.

Spare cards are to the right of the first person, who then picks up one card from the right and discards one card to the left. There is no turn taking, all students pick up from the right and discard to the left. When a student has a set of four, they pick up a spoon. As soon as one spoon has been picked up, any student can pick up a spoon. The student who does NOT get a spoon loses that round.

Check youtube for 'how to play spoons card game'.

| 中	外	後	上	下	前
なか	そと	うしろ	うえ	した	まえ
inside	outside	behind	above	below	in front

Interactive Prepositions word board
(created with Powerpoint using 'Animation – Emphasis – Pulse – Trigger')

This interactive screen stays on the IWB when students are required to use prepositions – students can simply walk up to the board and click on the cockroach to discover the corresponding preposition.

The preposition appears in target language for 3 seconds – long enough for the student to jot it down and then they return to their seat. This interactive board works well as students love to come up and press on the cockroaches!
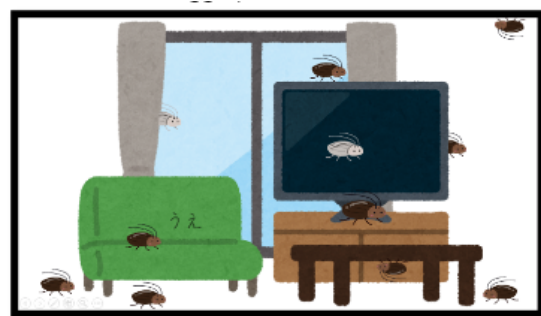
Crazy Word Search
Who said a word search has to be traditional? And why should students have to remember every single word from the start?

In providing the words below the search grid with a visual clue, we are providing some scaffolds that allow those less capable learners some support. Additionally, by asking students not just to 'find' the words, but rather find 'how many' times the word appears, students read each word multiple times. For those students who require a challenge, the words are in every direction – forwards, backwards, diagonally (always in a straight line).

There are no incorrect answers in this activity – we celebrate even if a student only finds a word once or twice (because if they found it twice, they read the word twice!).

For an extension activity, students can create their own word search, complete with an answer key.
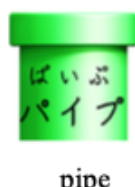
Preposition word search!

Prepositions have been hidden in the grid below – but this is no simple word search – you must find HOW MANY of each preposition is in the grid. Words can go horizontally, vertically or diagonally, forwards and backwards. Use tally marks below to keep track of how many you find. Good luck!

う	え	う	た	ま	え	ま	え
え	し	し	た	う	え	う	え
た	た	ろ	た	そ	え	え	え
ひ	ひ	ひ	と	と	と	み	ぎ
だ	だ	そ	そ	そ	ぎ	そ	ぎ
り	り	り	か	み	ど	な	か
な	か	な	か	こ	ど	ど	こ
か	か	か	ど	こ	ひ	だ	り

うえ	した
まえ	うしろ
なか	そと
みぎ	ひだり

どこ

Nouns:
Here are the basic nouns (mix of loanwords and native words) that students need to learn. Students may add to this list if they wish – this provides extension opportunity for students who are more capable learners.

ほし	はな	はこ	かべ	きのこ	くさ
star	flower	block	wall	mushroom	grass

まりお / マリオ	るいじ / ルイージ	ぱいぷ / パイプ	こいん / コイン	ぴらにあ / ピラニア
Mario	Luigi	pipe	coin	piranha

Loanword pronunciation:
It is a fun activity to have students use a hiragana chart to discover the pronunciation of the loanwords – both because some are identical to English while others are not.

Vocabulary Games:

There are a number of really great sites where you can create your own vocabulary games.
- Gimkit https://www.gimkit.com/
- Quizizz https://quizizz.com/
- Oodlu https://oodlu.org
- Educandy https://www.educandy.com
- Quizlet https://quizlet.com/
- Wheel of names spinner https://wheelofnames.com/

Animate/Inanimate verbs

It is interesting that many students do not understand the difference between animate and inanimate objects, so this is a really interesting part of this unit of work. In Japanese, the verb at the end of the sentence needs to relate to the subject, so if the subject is animate (eg. Mario) it is a different verb from the one used if the subject is inanimate (eg. pipe).

To introduce the concept, we first try and define the meaning of animate and inanimate, then identify what – in the immediate vicinity – is either animate or inanimate (eg. desk, fly, etc). Students are required to do some research at home to find something that is difficult to define and may cause some debate, and often they come back with interesting ideas, for example, air, fire, bacteria, waves, electricity.

Games to correspond with this include Quizizz, Triptico and a simple Powerpoint slideshow. The students are shown a variety of images and choose either animate (います) or inanimate (あります). It is also a lot of fun to do a quick flashcard game, holding up images and students have to call out either 'animate' or 'inanimate' in the target language.

Grammar

It is very rewarding for students to 'discover' the grammatical rules for themselves, and it is often more powerful that if they are taught explicitly first.

We have a 'Grammar Hunt', where sentences are provided in the target language with the English translation (which acts as the code to break the puzzle), and students are told that the answers to all questions can be found by looking at patterns in the English sentences and corresponding patterns in the target language.

すーぱーまりお Grammar Hunt

Japanese	English
ぱいぷ は かべ の そと に あります。	The pipe is next to the wall.
ぴーち は まりお の そと に います。	Peach is next to Mario.
はこ は かべ の まえ に ありますか。	Is the box is in front of the wall?
るいじ は まりお の まえ に いません。	Luigi is not in front of Mario.
こいん は はこ の うえ に ありますか。	Is the coin on top of the box?
こいん は はこ の した に ありません。	The coin is not under the box.
こいん は はな の みぎ に あります。	The coin is to the right of the flower.
まりお は ぱいぷ の なか に いきます。	Mario goes in the pipe.
まりお は かべ の うえ に とびますか。	Does Mario jump on the wall?
まりお は かべ の した に いきません。	Mario does not go under the wall.
まりお は ほし の した に とびますか。	Does Mario jump under the star?
とーど は かめ の うえ に とびます。	Toad jumps on the Turtle.
とーど は かべ の うしろ に いきます。	Toad goes behind the wall.

verbs · animate · inanimate · positive · negative · preposition · の～に · nouns · subject は

This Powerpoint slide starts out all white, with the only colour in the green boxes on the right. Students have a matching printout which they annotate as we go through this activity. As students are asked to locate each of the grammatical features, they discuss in small groups where this feature might be, then share. This allows the teacher to walk around each group and see the students' thinking process (a fascinating insight) and provide guidance where required.

As they identify each feature, that element is highlighted (highlights are triggered by clicking on the green box) so that at the end of the activity, the students have a visual map of grammar.

Bringing it all together
Create your own screen
The students receive a set of Powerpoint slides, and students are asked to create a screen by dragging the elements into the screen, then building the sentence above to match the screen. When all five slides are completed, students upload their completed screens for assessment.
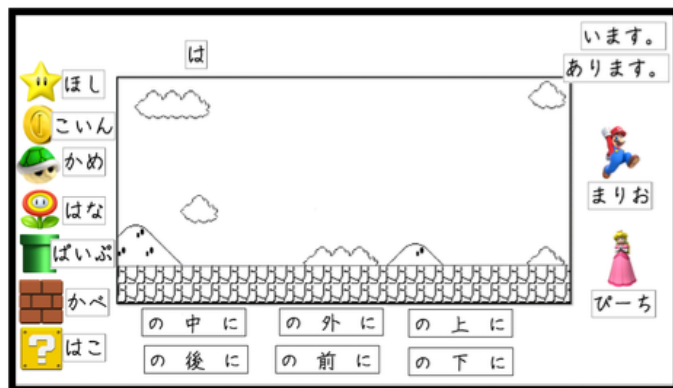
Conclusion:

I often ask students to provide feedback at the end of the unit around what they enjoyed, what they didn't enjoy, and how confident they feel with the language. I will then change the unit based on this feedback.

According to student feedback, they enjoyed creating the screen, doing the word search, playing the online games and writing the kanji. They felt confident in reading the vocabulary but didn't feel as confident with the grammatical particles. (In future, I will teach these as a formulaic chunk, rather than as individual particles).

Strengths:
Less is More – having a limited vocabulary list (eg. 8 prepositions, 11 nouns and 2 verbs) supercharges the students' reading ability – particularly by introducing the sets of vocabulary separately.

Familiarity – because students already know the vocabulary in English and the general story, they can focus on learning the vocabulary.

Never underestimate the power of pop culture – students have been highly engaged in this activity because of the popularity of the game amongst the cohort.

Weaknesses:
Separate vocabularies – although it is a great way to introduce the vocabulary in small and separate groups (allowing students to learn each small group thoroughly), it takes a very disciplined program to maintain the vocabulary throughout the unit. I try to counter this by using the roll question to reinforce preposition, flashcards to bring in nouns, and use as much target language in the classroom as possible to keep the language at the fore of the students' minds.

Pop culture can go out of fashion (eg., minecraft, fortnite). While it is great to latch on to what is popular and current, it is important to change it up before it becomes stale. Always keep an eye out for the newest craze and try and re-frame the unit around it, eg. the latest Nintendo game of Animal Crossing is a great opportunity to develop a unit on towns, houses (rooms and furniture) or clothing.

Online
This unit of work has transferred well to online learning over the past 7 weeks, and I have been able to maintain student learning by transferring this to Classkick, Powerpoint and Google Classroom, with additional activities on Gimkit and Quizizz.

Collaborative Sharing

Article for Languages teachers in primary school settings

The Evolution of a French Unit of Work
By: Pam Stosic – St. Francis of Assisi Primary School, Baranduda

Introduction:

Bonjour! My name is Pam Stosic. I am a French teacher at St. Francis of Assisi Primary School at Baranduda, a small outlying area about 10 kilometres from Wodonga in north-eastern Victoria. I teach every class for 1 hour over 3 days, from Foundation to Grade 5/6. I have been teaching French (on and off) since 1975. Things such as delivery and pedagogy have changed a lot in that time, but certainly for the best.

Development:

This unit is for Grade 3/4 French students on the topic of Pets. The catalyst for the development of this unit of work came from a P.D: *Differentiation in the Languages Classroom* (August 2019), run by Catholic Education Sandhurst. It was offered as professional learning as part of the *Speak Up* Languages Strategy. One idea put forward was that of a menu, from which students could choose the activities that they wanted to do. The teacher could allocate "points" for each activity, depending on the degree of complexity/difficulty of the task, and set students a goal eg. 15 points in total. I was a bit sceptical at first; surely the students would take the easy way out, and only attempt the easy options? This has not been the case. Students generally "find their own level". Most students want a challenge and will rise to the occasion. They also love having the choice, and not having to complete everything. Also, there are tasks that cater for students that struggle with language learning.
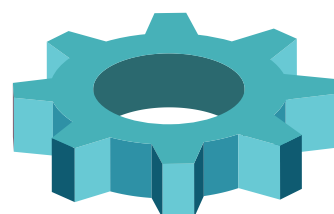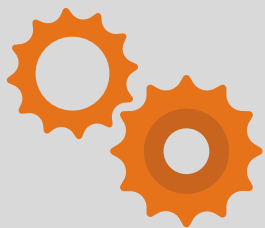
Another point I would like to make about a menu approach is about teacher workload. The first menu is the hardest! Subsequent menus take far less time as many activities can be "recycled" such as the *fly swat* game. It's simply a matter of changing the vocabulary cards for the topic at hand. Also, as was mentioned at the P.D, most of the resources required to set up the menu *already existed.* When I raided my resources cupboard, most of the worksheets, vocabulary lists and games were to be found.

To keep track of what students were doing, each had a copy of the menu in their workbook. Once they had completed a task, they brought their menu to me and I signed and dated the activity. If the task was written, I sighted it. If the task was playing eg. 4 games of noughts and crosses using animal words, they could take a photo. (With games, I tell students they are "on trust" to complete the activity as specified; the only person they are cheating is themselves or their partner).

A group activity like the online game Kahoot, I would set up and run once at the start of the lesson. Most of the activities are to give practice with the vocabulary associated with pets. There were 2 compulsory activities. This ensured all students covered the basic vocabulary and did a profile on their pet, either written or oral.

My practice menu: **Les animaux (Pets)**   Je m'appelle:

Complete the *Les Animaux Domestiques* and *Les animaux et les couleurs* word searches. *** ***	Complete the worksheet: *As-tu un animal?* (Do you have a pet?) Level 1: ***** Level 2: ******	In a group of 3 or 4, play **20 questions** with animal names. (The questions can be in English, but the answer must be in French). Each person to be the "subject" twice. *******	Go to **languagesonline.org.uk** Complete the Interactive activities **numbers 9-13** in Français/ Primary/ Les Animaux *******
Complete the **"Match the term to the animal picture"** sheet. **# COMPULSORY #** ******	In a group of 3, play the **Fly Swat** game **3** times. (1 person calls out the **animal** for the 2 players. When game is over, loser becomes number caller). *******	Play the Kahoot: **Duplicate of Les Animaux** (25 questions, by Stickinsect53) *You must score **20 or higher.** ******	Make up a **Game about pets** with 2-3 other people. It can be a board or card game eg. Happy Families Trial your game. ********
Make a simple children's book about animals. Eg. **Mon Premier Livre d'Animaux** (My first book of animals). *******	Play 4 games of **noughts and crosses** with a partner. (To claim a square, the player has to say what the **animal** or **colour** is in the square). *******	Go to **languagesonline.org.uk** Complete the Interactive activities **numbers 1-6** in Français/ Primary/ Les Animaux ******	In a group of 3: each person interviews another person about their pets. The 3rd. person videos this. ******** # This or this #
Go to www.education.vic.gov.au › languagesonline **French, topic 15:** Complete the interactive activities numbers 1- 5. **French, topic 16:** Complete the interactive activity number **3.** ******* **#Computer required, not ipad.**	Work with a partner. Survey class members to find out how many pets each person has and then how many people have each type of pet. Present findings to class. *******	**Scrabblateur:** In a group of 3, play Scrabblateur with **animal names & colour words** in French.	Complete *the hard copy pet profile* for a pet you have. *Include a picture of the pet.* *******

Group activity:

Individual:

* point

Then there was At-Home Learning…

The students were engaging well with the menu when the move to At-Home Learning happened. The menu, with its group activities, was not going to be feasible with remote learning. Our school did some lightning re-thinking and chose the online learning platform *Seesaw* to continue to deliver curriculum. There was also much discussion about how to structure curriculum and what was reasonable for students to be expected to do, given the new circumstances. French was incorporated into a fortnightly menu, along with R.E. and Social/Emotional Intelligence - building activities. In addition, French learning activities were *optional.* Specialist teachers were asked to devise 2 tasks for the fortnightly menu. This required some rethinking of expectations and reworking of tasks to make them achievable without teacher support.

Below are 3 tasks that I created in Seesaw to allow students to progress with the Pets topic at home. There were some unexpected benefits from using Seesaw, not the least of which is that students can *record* themselves saying a sentence, singing along to a song ie. responding orally in some way. They are given an opportunity to produce the language themselves. Other benefits included the provision of a template on which students could respond, the ability to attach a link to a video or to record multimedia instructions, to give written or audio feedback to each student and the luxury of being able to review student tasks at a
later date.

The uptake with the Seesaw tasks was quite unexpected, one Grade 3/4 class completing 93 pieces of work over 5 tasks. I attribute this to the students enjoying using the Seesaw format and the easy access to support materials such as an explanatory video.

Specialist teacher

Student Instructions

Tu as un animal? (Do you have a pet?)

1. Click 🔘 Add response to start your task.
2. Choose one pet that you have. Use the △ or △ tools to draw your animal OR use the 📷 to upload a photo of your pet.
3. Use the 🖊 to record yourself saying what pet you have in French. (Listen to the MULTIMEDIA INSTRUCTIONS for how to say this).
4. When you are finished, click ✅ ✅ to add your work to your SeeSaw journal.

🔖 Grade 3/4 SeeSaw French activities
🖥 Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

Students will edit this template 📎

Specialist teacher

Student Instructions

How to say what colour your pet is, in French.

1. Click on the 🔗 and watch the video.
2. Click on 🔘 Add response to start your activity.
3. Choose one pet that you have. Use the △ or △ tools to draw your animal OR use the 📷 to upload a photo of your pet.
4. Use the T tool to write a sentence saying what colour your pet is eg. Mon lézard est noir.
3. Use the 🖊 to record yourself reading out your sentence.
4. When you are finished, click ✅ ✅ to add your work to your SeeSaw journal.

🔖 Grade 3/4 SeeSaw French activities
🖥 Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

Students will edit this template 📎

Where to from here?

I still love the concept of the menu with its wide choice of activities so I am going to continue to use them. However, I can't ignore the advantages for Languages learning offered by Seesaw. Wherever possible, the students will be directed to Seesaw to complete their menu tasks. Many of the tasks can be converted from a hardcopy worksheet to a Seesaw activity quite easily.

There have been outcomes from the move to remote learning that have been positive. In the case of our school, it acted as a catalyst, spurring staff on to explore other delivery options. I suspect that otherwise, I might never have explored the possibilities of this app for Languages learning and, like the dinosaur, failed to evolve.

Collaborative Sharing

Article for Languages teachers in secondary school settings

Unit of Work for Victorian Curriculum 7 - 10 Sequence
'Non-Roman Alphabet Languages or Roman Alphabet Languages'
By: Jaclyn Curnow

Jaclyn Curnow is a teacher of German, who has worked with Middle School and also Senior Secondary students. She understands the challenges and exciting opportunities that Languages teachers have to empower language learners and build their confidence and skills as they learn a language.

RESOURCES

Introduction:

This unit of work is not for a specific language or year level. The unit of work was designed following the "Backwards by Design" process. The Key Learning Activities are a sequence of experiences which are designed to support the completion of the end goal. (Victorian Curriculum – Languages 7-10 Sequence Non Roman Alphabet or Roman Alphabet Languages).

The lessons do not have a suggested timeframe. Teachers will modify the "Key Learning Activities" around their school context and student cohort. The Unit of Work has "Key Learning Activities" for student collaboration: Learning Stations and Jigsaw/ Expert Groups. (High Impact Teaching Strategies HIT 5). Whilst these activities are better suited for a double, they can be done over two single sessions.

Pedagogy:

"Backwards by Design" is a planning process and structure that guides curriculum, assessment and instruction. It is also known as "Backward Design" or "Understanding by Design". "Backwards Design" makes transferable skills explicit. The process starts with an end learning goal in mind. The teaching team or teacher identifies what their learners should know and be able to do by the end of the learning cycle. Assessment is created to measure the learning. The sequence of lessons is planned to prepare students to successfully complete the assessment. The assessment for a government school in Victoria is the Victorian Curriculum.

The high impact teaching strategies (HITS); 10 instructional practices are used in the Key Learning Activities. Each lesson has a Learning Intention, which is HIT 1: Setting goals.

Victorian Curriculum Assessment: Non Roman Alphabet Languages: 7–10 Sequence Level Description. Communicating – Creating: "Listen to, read and view imaginative texts and respond by describing aspects, such as characters, events and ideas (VCNRC091)"

Roman Alphabet Languages: 7–10 Sequence Content Descriptions. Communicating – Creating: "Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas and by creating new texts (VCRAC091)"

Brainstorm Planning: Characters and ideas (themes) are features of fairy tales. These are also imaginative texts. Cultures have authentic texts about indigenous stories, legends, myths or fairy tales. Teachers will need to have a collection of simplified texts for the Jigsaw/Expert Groups.
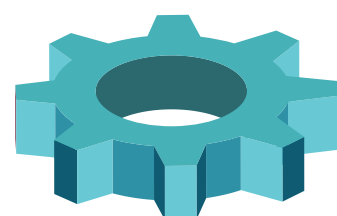
Assessment:

Students will engage with texts by sharing the characters, setting, theme with their peers. (Evidence of learning during the Expert Groups/Jigsaw Groups and also Learning Stations) "And by creating new texts" - Students will produce a "Wanted Poster" or "Missing" Poster based on a character from an indigenous story, legend, myth or fairy tale.

Key Procedural Knowledge (Skills and Processes)
What skills will students develop during the study of this topic?

Students will be able to:

> Engage with imaginative texts – viewing
> Describe characters – names, personalities, appearances
> Describe ideas (themes)
> Describe events (sequencing, at the start, middle, end)

Key Factual and Conceptual Knowledge
What content will students know well?
Students will learn that:

> Stories have characters that are the hero/s or villain/s
> Stories have a beginning, middle and end.
> Stories have a setting

Key Terminology:
What terms, vocabulary and language will students need to assist them with understanding the concepts and processes being explored in this unit?

The key terminology will depend upon the Year Level and their prior knowledge. This will also depend on the legends, indigenous stories, myths and fairy tales that are going to be modelled and engaged with.

Characters: genie, hero, villain,…….
Adjectives for Characters: friendly, smart, nice, helpful etc.
Setting: cave, village……..
Time Words: At the start, in the middle, at the end.
Fairy tale, myth, legend, indigenous story

Key Learning Activities: *Include a list of tasks and activities that teach, practise and allow for learning growth in response to feedback.*

Lesson 1: *Learning Intention:* *To transfer the vocabulary we know about adjectives, animals, people across to a new area of discussion (by using "The Alphabet - Thinkers Key").*

See, Think, Wonder. (Thinking Routine – See references). Teacher shows images/projects images from fairy tales from different cultures or familiar stories. There needs to be an image to foster discussion about the characters, settings, ideas from fairy tales. Use book covers with the names written in the target language. These can be found on the internet or scan ones you have at the school or in your own collection. Ask students what the theme could be – follow the "I see, I think, I wonder". Ask students what are the features of fairy tales (plot, setting, theme, characters) have images to promote these features in the "See, Think, Wonder".

"The Alphabet – Thinkers Key" (See references) Students complete a Brainstorm A-Z about fairy tale words, characters, settings, themes – Stepmother, lions, adventure, trip. They can write in the target language for example; D is for Dragon and then the meaning in the target language or write in the target language. Students keep this list as it will be used to create the terms for a Bingo game in a future lesson.

"Think, Pair, Share" (See references) The responses from "The Alphabet – Thinkers Key" students fill in the task independently, then exchange responses with a partner (pair) then share wider with a group or wider class. Students add to their list using a different colour for each discussion.

HIT 4: Worked Examples. Teacher can share their A-Z responses. Teacher can guide or prompt for responses such as themes, setting, character, character traits which are on the list.

An online timer to time the "Pair" http://www.classtools.net/education-games-php/timer

The teacher can facilitate the "share" as the whole class discussion or form groups to share.

Lesson 2: *Learning Intention* **–** *"Engage with imaginative texts" Students read, view fairy tales, myths, legends.*

Teacher first models the way students will read the short simplified text or view the simplified film to extract the character, personality traits of the character and setting. (HIT 3 Explicit Teaching and HIT 4 Worked Examples).

Teacher/Teaching team sources short animations or videos on YouTube, comics or simplified texts. There is the possibility to add subtitles in the target language via Movie Maker to help with comprehension. Google Simplified version of fairy tales. The texts can be video or printed text, or comics.

Jigsaw: Expert Groups (See references)
Teacher selects 5 fairy tales for students to explore using expert groups. (The number of groups will depend on the class size). The Expert Group reads or views the fairy tale and then a new group is formed for the experts to share their responses with other groups. When working in expert groups and sharing the information to other students, students focus on: Who the characters are? What is the story called? Where does the story take place? What are the personality traits of the characters, and their physical appearance? Themes. Sequences: At the start, in the middle, at the end.

Lesson 3: *Learning Intentions:* *To learn character names and settings from fairy tales/legends/ myths/indigenous stories.*

(HIT 6: Multiple Exposures and HIT 3: Explicit Teaching) As a class, list the terms/words to play a game of Bingo. A category is focused on either time, setting or character. The terms are those used from the A-Z task. Ask students to brainstorm a word for the game. Teacher can explicitly teach unfamiliar vocabulary and terms. Revisit unfamiliar vocabulary or misconceptions. Perhaps 15 terms for a 9 square Bingo Grid. Students can create own grid 3 x 3 9 responses, and then asks a class mate to sign. This shows that the grid is completed before the game starts.

Words can be drawn from a virtual hat or said by the teacher.
 https://www.online-stopwatch.com/random-name-pickers/magic-hat-name-picker/

Setting: Cave, forest, village, ocean, jungle, mountain, city name, name of country
Characters: Mother, lion, genie, witch, mouse, dragons, hero, villain

Students can write phrases based on the words they had on their Bingo grid.
Challenge to join sentences or concepts together.

Lesson 4: *Learning Intentions: Engage with imaginative texts and discuss characters and setting*

"Exploring fairy tales"   Learning Stations (See references)

Station 1: Celebrity Head – Who am I? Am I a person? Am I an animal? Character traits
2 students play and the others answer the questions

Station 2: Rewrite a review about the story, focusing on the theme. I like the story. The story is good because the theme is/the themes are. List themes of stories. Support material with themes to be provided.

Station 3: Order the plot of a story. At the start, then, after…. at the end…. Images on cards. Students order the images and write.

Station 4: Students create quiz questions for Quizzi or Kahoot.   www.quizizz.com
Students could type their questions into a Google Document, so they can be added by the teacher to the customised game.

Station 5: Session with the teacher, to focus on misconceptions or extend understandings. (HIT 10 Differentiated Teaching)

Lesson 5: *Learning Intentions: To consolidate vocabulary for profiles, settings and text features.*

Play the Quizzi or Kahoot, questions from the Learning Stations from the class and added to by the teacher. **www.quizizz.com** Students don't need an account. The teacher gives the game code.

HIT 9: Metacognition (These questions can be completed in English)

You can ask reflection questions, either orally or written.
What question was the easiest to respond to?
What question was the most challenging to respond to?
What question do you wish to add to the quiz?
What aspect is clearer now you have participated in the quiz?

Lesson 6: Assessment *Learning Intention:* *"respond by describing aspects such as characters, events and ideas and by creating new text – Wanted Poster.*

Assessment Task: Create a "Wanted Poster" "Missing Poster" about a character (hero or villain) missing from a fairy tale. The character has vanished from the story and a wanted poster draws attention to their disappearance. The poster can be hand drawn or digitally created.

Items to include (if applicable to the story)
Name, fairy tale, author, character's age, family members, personality traits – nice, mean
Clothing, City of origin (Home location) friends, enemies, appearance.

Students could either write full sentences on the poster or after creating the poster, write full sentences on a sheet.

Differentiation Task; Use headings instead of phrases Who? What? Where? When?
This will look like a profile. (HIT 10: Differentiated Teaching)

The posters can be viewed as a Gallery Walk. For traffic movement, the printed or hand drawn posters can be displayed in different sections of the room. Students can walk around and peer assess the posters in a section and view others without assessing them. Students do not have to review all posters.

The response could be oral as well as written, if students talk about their wanted poster (missing person/character poster)

References:

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High impact teaching strategies (HITS) (2020) Retrieved from - Click here for reference link

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Using Learning Stations in Middle School (2020) Retrieved from - Click here for reference link

Collaborative Sharing

Article for Languages teachers in secondary school settings

Italian Language Immersion Camp
A successful Language Immersion Event

By: Franco Cudini

Brief summary

The camp started 36 years ago in 1984 with a small group of about 40 Galen College students from Years 9 and 10. The camp was the initiative of Italian teachers Franco Cudini and Oronzo Farina, who wanted to create a 'language immersion experience' for their students.

For the first 2 years, only Galen was involved and, after that, other local schools came on board as part of the NETI (North East Teachers of Italian) network. The first couple of years the camp went for 2 days only, Friday and Saturday. It became such a success that it then was extended to 3 days, Wednesday to Friday.

It gradually grew to include other more distant schools. Schools that have participated are Galen College Wangaratta, Wangaratta High School, Marian College Myrtleford, Myrtleford Prep-12 School, St Joseph's Echuca, St Augustine's Kyabram, Victory Lutheran College Wodonga and Notre Dame Shepparton.

Before the arrival of the Italian Language Assistants through the Co.As.It. program, the camp relied heavily on the Italian speaking members of the community and University students to help out with the many language immersion activities.

The camp caters for students in Years 9 - 12 and runs 3 separate programs. Students from the local Primary Schools are also invited to participate in the Thursday morning workshops.

The camp program is evaluated by students and staff after each year and then the new program is discussed during the scheduled NETI meetings, which happen once or twice per school term. During these meetings, the various staff camp roles and responsibilities are discussed and allocated. The NETI chair usually assumes the role of coordinator.

The program

The camp runs every year on the last three days of Term 3, from Wednesday to Friday. The dates have been chosen deliberately with the Year 12 exam calendar for Languages in mind, in order to allow students to focus on exam preparation.

Students from the different participating schools arrive at the venue by lunchtime.
The program starts with ice-breaking games in Italian. These can be run by a teacher, a group of students, the Language Assistants or the exchange students. These games are usually very dynamic, allowing students to mix with peers from other schools.

After that, students are given their program booklets that include all the material that they need to engage in writing, speaking, listening and reading tasks. Then students are divided into small groups (usually around 10-15) by year level, led by a teacher, a language assistant and, more recently, an exchange student.
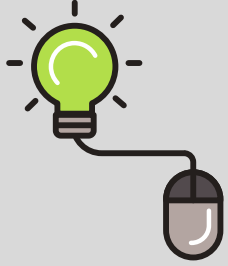
RESOURCES
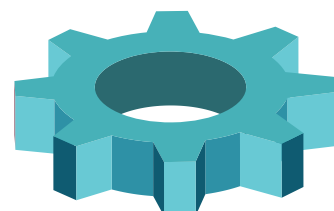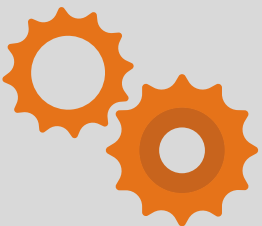
They work in their groups until dinner time on Wednesday. The ratio of 1 Italian speaker for not more than 8 students works really well. The input from the Language Assistants and exchange students is invaluable in creating an authentic and effective immersion experience.

Thursday morning is dedicated to immersion workshops, usually four (cooking, drama, Venetian mask making, music). They are a great opportunity for staff members to apply their talent in areas that are normally excluded from daily curricular activities. It is during this time that we have a visit from about 30 local Primary School students, usually Years 5 & 6. They are placed in groups where they mix with the more senior students and engage in the workshops.

Thursday afternoon's schedule includes activities in year level groups, and Italian games (bocce, soccer, tamburello, card games etc.).

During meals, all participants are together, and, in groups, help out in the dining area as agreed with the venue manager. Meals are organised by the camp caterers. However, Friday lunch is a pizza meal, traditionally prepared by Year 12 and a couple of staff members.

The two evenings are organised as follows: one night, a professional company (usually Rosa Campagnaro's 'Make a Scene') performs a play in the style of Italian Commedia dell'Arte. On the other night, students in their class groups create their own little scenes in Italian (Facce Rosse=Red Faces), and compete against each other for the coveted 'School Champion Trophy'. This is usually one of the highlights of the camp and where students can showcase their Italian language skills with great topics and lots of fun. Some classes prepare their little performance at school, others create them on the day, working with the Language Assistants. The second night, students also organise a disco session with Italian music supplied by the exchange students.

On Friday morning, all students in their class groups paint banners to summarise their experience at the camp using symbols and words from the activities in which they participated.

The 2019 program looked like the one below. In brackets, we have indicated who was in charge of the activities. All booklets and the program were in Italian.

Years 9, 10, 11

Wednesday

12.30	Schools arrive at the venue
12.30 – 14.00	Lunch and welcome address from the Camp manager
14.00	Rooms allocation
14.30 – 15.00	Ice-breaking games and dances (Italian students and assistants) Year 12 begin their program
15.00 – 15.30	Badge making (Teachers and assistants)
15.30 – 16.30	Years 9-10, in allocated groups: Get-to-know each other activities from their booklets. Year 11, in allocated groups: conversation activities from their booklet.
16.30 – 16.45	Afternoon tea – coffee and biscotti
16.45 – 17.15	Years 9-10 Italian games. Card games (scopa, briscola, etc.), team games (bocce, soccer, etc.) or Board games (Scarabeo, Tombola, etc.) (Teachers and assistants) Year 11, conversation from the booklet

17.15 - 18.30	Free time
18.30 - 19.15	Dnner
19.30 - 21.00	Preparation for "Red Faces" (students with exchange students and assistants)
21.00 - 22.00	"Red faces" performance and awards (MC - assistants and exchange students; jury - assistants) Italian songs live (assistants and exchange students)
22.00 - 22.15	Assembly
22.15 - 23.00	Bed time

Thursday

7.00	Wake up
8.00 - 9.00	Breakfast
9.20	Primary schools arrive at the venue
9:30 - 12:40	Workshops (teachers and assistants) See roster below

	group1	group 2	group 3	group 4
9.30 –10.15	Cooking	Songs	Masks	Drama
10.20-11.05	Drama	Masks	Songs	Cooking
Recess - crostoli, biscotti, coffee				
11.15-12.00	Masks	Drama	Cooking	Songs
12.05-12.50	Songs	Cooking	Drama	Masks

Friday

13.05 - 13.40	Primary schools leave lunch
13.40 - 14.30	Years 9/10/11, in allocated groups work on their booklet and conversation tasks
14.30 – 14.45	Break
14.45 – 15.45	Years 9/10/11, in allocated groups work on their booklet and conversation tasks
15.45 -16.45	Italian games. Card games (scopa, briscola, etc.), team games (bocce, soccer, etc.) or Board games (Scarabeo, Tombola, etc.) (Teachers and assistants)
16.45 - 18.00	Free time
18.15 - 19.15	Dinner
19.30 - 20.30	"Make a scene' - Commedia dell'Arte performance
20.30 - 21.00	Disco Preparation
21.30 - 23.30	Disco (Italian students)
23.30	Bed time

Saturday

7.00	Wake up
8.00 - 8.45	Breakfast
9.00 - 9.45	Assembly Explanation of the banners activity
9.45 – 11.30	Banners (Teachers, assistants, exchange students)
11.30 – 11.45	General assembly Feedback form
12.00	Pizza! Group photos
13.00	All groups depart - enjoy your holidays!

Year 12

Wednesday

2.30 – 4.30	Organisations Introduction to the program Hints/approaches to **LISTENING and RESPONDING**
16.30 - 16.45	Break
16.45 - 17.45	Reading and responding Essay topics and approach
17.45 - 6:30	Break
	From dinner time, year 12 join the rest of the group

Thursday

9.00 - 12.30	Workshop: oral exam preparation (format, criteria, marking, strategies)
10.30 - 11.00	Optional break Conversation/study time
11.00 - 12.30	Mock Orals
12.30 - 13.15	Lunch
13.30 - 15.00	Conversation (Teachers and assistants) Mock orals/study time
15.00 - 15.30	Break
15.30 - 17.00	Mock orals/study time
17.00 - 18.15	Optional free time Mock orals/study time
	From dinner time, year 12 join the rest of the students

Friday

7.00	Wake Up
8.00 - 9.00	Breakfast
9.00 - 10.45	Mock orals/conversation / Volunteers in small groups help in the kitchen to make pizzas
10.45 – 12.00	Banners (Teachers, assistants, exchange students) Volunteers in small groups help in the kitchen to make pizzas
12.00	Pizza! / Group photos
13.00	All groups depart - enjoy your holidays!

The activities

The emphasis with the Year 11 groups is conversation. The booklet activities are designed to stimulate the development of their oral skills on a variety of topics that they would need to speak about during the oral exam in Year 12.

Years 9 & 10 are guided by a booklet of activities which will assist them in developing writing, comprehension and speaking skills. The group leaders can select and sequence the activities freely, or suggest and lead new activities with their group.

For the duration of the camp, Year 12s work separately from the other year levels. Their program focuses on exam techniques and includes practice with listening/reading and responding, writing and speaking (mock-exams). In each session, students work through strategies to address specific components of the exam, and practise under real exam conditions. They also have some allocated times to work with the Language Assistants to improve their preparation in areas of need.

Language benefits:

- The out-of-class environment and the participation of students from other local schools encourage the development of valuable, affirming and highly motivational dialogue amongst students;
- The camp provides an extended, intensive practice of the Italian language and culture, particularly listening and speaking;
- The camp encourages all students to participate actively in the use of Italian;
- The camp develops students' confidence in their ability to use Italian;
- Students will learn and retain more because the immersion experience is enjoyable, authentic and more intensive and interactive;
- The camp enhances exam preparation of VCE students enabling them to approach their end-of-year exams with greater confidence;
- Because many of the activities are delivered using CLIL methodologies, students reap the cognitive and linguistic benefits normally associated with such an approach.

Concluding remark

Over the years the camp has proven to be a great collaborative effort for both students and teachers. The overall structure of the camp hasn't changed much for many years. However, it does get modified a little, year by year according to the human and financial resources available.

We believe that this model can be adapted to different learning and Languages contexts, providing an opportunity for teachers to network and implement each other's programs in a spirit of collaboration.

Collaborative Sharing

Article for Languages teachers in secondary school settings

### Viewing - the importance of curiosity
By: Megan McLaughlin

As we slowly emerge from our various experiences of off-campus teaching and learning, one of the comments that has challenged my thinking more than any other is "It must have been hard teaching 'digital natives' in an online environment?" I confess my initial response is to be rather defensive, but the more I think about it the more I am struck by the lack of curiosity and problem-solving capacity in my 'digital native' students. Certainly, they have never known a world without computers, apps, online games and social media, but *en masse* neither have they really had to rely on much technological curiosity. They have not had to make limited, available technology work for them in unique ways or adapt to the major changes from mechanical typewriters and spirit duplicators through early computers that really didn't like script Languages or images to the current plethora of communication and teaching tools slickly and intuitively packaged. Perhaps those of us who have taught through all of this and continue to search for technological tricks, enhancements and solutions for pedagogical challenges are the real 'digital natives' and might even retain a certain delight in curiosity.

It concerns me that this lack of curiosity extends to aspects of observation and deep thinking that have been engaging educators forever. The introduction of the viewing skill into the VCE Study Design might prove to be a hugely important opportunity to reintroduce and validate curiosity. The challenge for all of us is to let go of always being the expert and knowing the answer, and consciously model and demand curiosity, inventiveness and reflection in our classrooms. We need to ask lots of "I wonder if…", "I wonder why…", "What did you notice…" type questions and learn how to ask these questions in our own target language. For some Languages, research and practice might be required to find reasonably natural ways to linguistically frame this "wondering".

Rather than share a unit of work *per se*, I hope that it is useful and helpful to share some ideas and examples of possible tasks that could be included in units of work to begin to practise underline viewing and encourage curiosity, reflection and unfiltered brainstorming in our students. This approach takes me immediately back to my first reactions to the introduction of Intercultural Language Learning in the 2000s (https://www.asiaeducation.edu.au/docs/default-source/professional-learning-pdfs/gettingstartedwithintercultural.pdf?sfvrsn=2). I remember at the time thinking that if I had my time again, I would have introduced topics in my first 15 years of teaching very differently. Over the last 10 years, back in the classroom, I have tried to remember to do this and not fall back into old habits. Involvement in professional learning with input from the Project Zero Team at Harvard University and their approaches to Visible Thinking (https://pz.harvard.edu/projects/visible-thinking) further deepened my interest in this area and provided me with some more techniques and ideas for classroom implementation. Teaching online over the last term has helped me to refocus on this and while shared conversations haven't happened much, despite some attempts from me to establish discussion boards and the like, I hope that I have challenged individual students to notice, think and maybe even wonder… through viewing images and video.
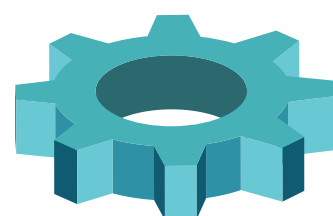
I hope that the following activities, originally framed for Japanese, are useful and easily adaptable for your language and setting. I also hope that we can continue to share and discuss this approach to understanding language, culture and ourselves more deeply.

ClickView Embedded Questions

The video learning application, ClickView, enables you to embed questions into videos so that students can't proceed onto the next section of video until they have answered each question. There are a range of question styles available and ClickView collects all the students' responses for you to review. The program marks closed questions for you. I was wanting to use the Japanese animation, My Friend Totoro, to explore both language and culture with my Years 9 and 10 students and it seemed like a nice circuit breaker for some stressed and frustrated students during off-campus learning. Unfortunately, I was not able to find any way to access this film in Japanese without contravening copyright rules, but I could access the English version. Consequently, I chose to use it with my Year 9 students who only began Japanese at the start of 2020. I discovered that I could type in Japanese to create questions and so I divided the film into 7 episodes and included a range of questions requiring Japanese answers as well as others more focussed on cultural aspects. I typically included a question that held the possibility of further research as the final question in each episode and then started the next episode from that question. Example questions from Episode 7 and Student Responses from the final reflection question are included in Figures 1 and 2 below.

Figure 1: Student feedback responses

Figure 2: Example questions

It is also possible to upload original videos to ClickView and I have long intended to upload a video I once took out of the window of a train travelling from Osaka to Kansai airport. You can hear the train and station announcements and see a range of semi-rural and city scenes. The opportunities for introducing this kind of authentic language to our students is exciting and I think it may be easier to share more widely with colleagues if the video is not subject to copyright.

Writing Subtitles

There are all sorts of unexpected gems on YouTube! I came across this one of a dog going for a walk around one the wards of Tokyo. The scenery is just normal Japanese suburban streets – the sort most visitors to Japan miss. The fact that there is no spoken soundtrack relieves students of the stress of trying to understand and hopefully allows them to focus more on noticing things. (Figure 3). That's not to say that listening tasks aren't important – they're critical, but sometimes it's good to focus on something different.
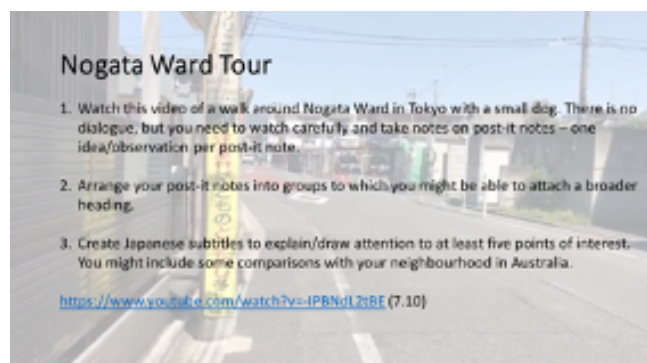

Figure 3: YouTube viewing task (used with Year 11)

Mixed Language Responses

In an ideal world, I would like all interactions in the classroom to be in the target language, but I think there are also times when my focus needs to be primarily on encouraging students to notice things and explore their ideas and observations without being limited by their language. I have found that allowing responses in either or both Languages has resulted in some students pushing their Japanese well beyond expected standards, while others have remained in English and most have done something in between. Some examples of these tasks are included as Figures 4 and 5 below.

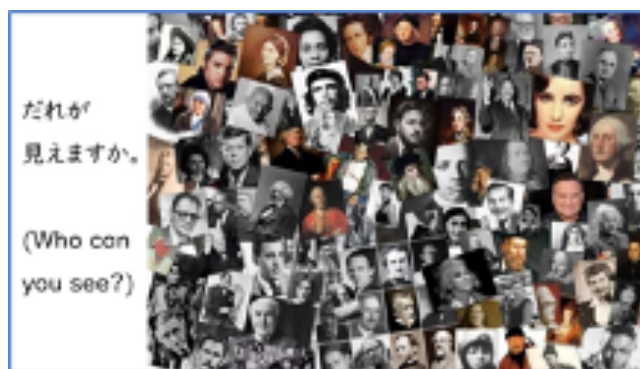*Figure 3: Shopping viewing task (used with Year 10)*

Figure 5: Kyoto Shopping viewing task

I have set up OneNote notebooks for each of my students during this period of off-campus learning and have found it a really easy way to share information and notes in real time.

The Kyoto Shopping task began online, but a follow-up discussion was possible as we returned to school late in Term 2.

Conversation or Writing Stimulus

I have found images a great way to stimulate conversation and writing, especially when the image is reasonably complex. Students are able to find more and more details the longer they look, especially if they are not allowed to repeat something that another student has already covered. This also leads well into the viewing aspect of Unit 3 and 4 Interpretive Communication SACs and the SL Examination.

See Think Wonder

One of the thinking routines I really like to use in Languages is See–Think–Wonder. It's as simple as it sounds in process but has endless opportunities to extend cultural understanding and language. I have recently used it with my Year 11 class to explore Japanese reactions to Naomi Osaka's success at the American Open in 2018. It raises issues of sexism, racisim, sense of identity and fair play in sport.

Viewing tasks lend themselves to deeper exploration of important cultural questions and allows us a wonderful opportunity to nurture curiosity in our students. Enjoy!

Teachers' Perspective

We would like to feature a 'Teacher's Perspective' segment in each journal edition giving Languages teachers an opportunity for their voices to be heard by sharing their views, experiences, learnings - anything that they would like to share, and at the same time is of interest to colleagues. We are 'kicking this segment off' with a focus on 'Going virtual and returning to school'. We have conducted a double-interview and are also showcasing two teacher articles.
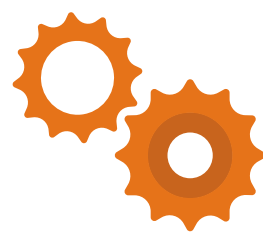
Going virtual and returning to school (double interview)
by Kerry O'Connor

For this edition of Languages Victoria, having recently returned to face-to-face classroom teaching, MLTAV has invited a Primary Languages Teacher and a Secondary Languages Teacher to share their personal experiences with 'going virtual' and 'returning to school'. This is the experience that all teachers went through in the past months. This double-interview features some challenges and opportunities from Michelle and Fotini's own experiences. Please click here to watch the brief interview. We hope you'll enjoy watching it as much as we did making it!

Sincere thanks to Fotini Tsiatis (Greek teacher, Strathmore Secondary College) and Michelle Modica (Italian teacher, St. Albans Meadows Primary School) for agreeing to partake in the first double interview. If you are keen to make YOUR voice heard and participate in future double-interviews, please get in touch with Kerry at info@mltav.asn.au

MLTAV Double Interview

Going virtual and returning to school

Click on this image to view the video

PERSPECTIVES

Coaching Colleagues using ZOOM as a digital platform during the Covid-19 Pandemic

by Denise Katiforis

Denise has been teaching for more than 35 years and for the past 18 years has been Principal of a small community Greek school (St Athanasios Greek School, Springvale). She has also taught at the Victorian School of Languages in its Doncaster, Glen Waverley and Carwatha Centres for more than 20 years. Denise has taught all student levels of Greek and her enthusiasm for the Greek language, she feels, has been her strongest attribute as an educator.

As a teacher, we are constantly faced with many challenges to continue to strive towards more effective pedagogy. Recently the challenge of shifting rapidly to an online teaching and learning environment, as a consequence of the COVID-19 Pandemic, was the greatest challenge Denise has faced in her time as an educator. Denise's strength lay in her knowledge of, and interest in, computers and her drive to showcase how a virtual teaching and learning setting could be just as effective as classroom-based practice.

The greatest challenge for Denise was not just learning all of the technicalities of ZOOM in a short period of time, but more so, how to transfer that new knowledge to colleagues in a way that was effective, enthusiastic and patient. She became the student and her ZOOM journey began….

Denise's story:

With the COVID-19 pandemic occurring in late March all teachers including myself had to make a rapid move to remote teaching. The need to create a clear educational channel of communication for my lessons with my students was evidently very important. The thought was overwhelming and challenging, but at the same time the need to research an online platform that I could use in order to effectively teach my students and to promote to my teachers was very important to me.

Researching, I came across a few online learning platforms including ZOOM. Coincidently, a few days later, Community Languages Australia (CLA) organised a Professional Development (PD) session on ZOOM. Neda Rasekhi, our presenter effectively introduced the features of ZOOM integrating ideas and ways of using it with online teaching.

I remember thinking what a daunting task I was faced with, but I knew there were several ways I could utilise the technology and resources already available including Education Perfect, Fuse and Socrative to support online learning and ensure that my students would receive a quality education once I mastered the ZOOM platform.

As soon as the ZOOM introduction session with Neda finished, I felt very grateful and intrigued, being exposed to so much information related to this online platform. Immediately I started searching the web for more information on ZOOM both in Greek and English. My goal was to further master every aspect of the ZOOM platform, in order to apply my knowledge effectively with my VSL students and my Greek faculty.

Even though I was overwhelmed I was also eager to learn more about ZOOM, so I researched the following link, which I found most useful:

https://teach.englishsuccessacademy.com/use-zoom/

The feedback from this link was relatively positive and I knew that ZOOM would be very useful for our online teaching. Also the fact that students could join in using any device was another positive incentive for using the ZOOM platform. The following links enabled me to see how students could use their mobiles at home, to do so:

https://blog.zoom.us/wordpress/2014/09/26/6-things-consider-zoom-mobile-app/

https://support.zoom.us/hc/en-us/articles/115000542566-Zoom-Rooms-Controller-Features

My mission had begun. I started to follow the ZOOM blog to see updates and more information, https://blog.zoom.us/wordpress/ and their Facebook page "ZOOM Video Communications" and I watched many hours of YouTube videos, such as those listed in my Bibliography attached. The growing reality of remote teaching being enforced was more and more obvious as the holidays approached. Finally, I was very confident to share my knowledge with my staff from St. Athanasios and also, colleagues from the Victorian School of Languages.

The benefits of ZOOM were many for both teachers and students to connect synchronously, and it was also a very user-friendly platform that was accessible providing collaboration and ongoing improved pedagogy. Passionately and enthusiastically I committed myself to coaching staff to help them use ZOOM. I took systematic steps and a variety of strategies about how I was going to immerse myself and staff to share my knowledge about ZOOM. My first ZOOM introductory sessions used the Share Screen feature on ZOOM to explain how to use ZOOM using PDF and Word files as indicated below:


I will recommend that staff use the ZOOM interface from their profile (browser)
Even though you can schedule a meeting either way ,from the dashboard you will need to go to advance settings to access all the capabilities from your settings.

Inline image

Its far more accessible and easier from your browser -profile-schedule meeting -save-copy invitation-paste it to, y

2-Encourage teachers to use NON VERBAL FEEDBACK -enable this from your settings.
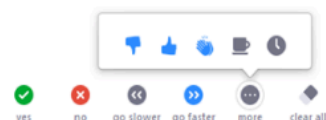
To avoid students writing to one another in the chat while you are conducting your session Before you start your session.

✴Go to profile page (web portal)
✴Settings (scroll to PRIVATE CHAT) and disable it.
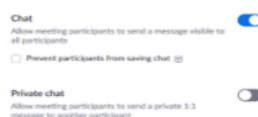
If you re scheduled a reoccurring meeting you are still able to edit it if you want to apply the changes in your CHAT for all your future sessions. (Remember to choose ALL)
✴Go to profile page (web portal)
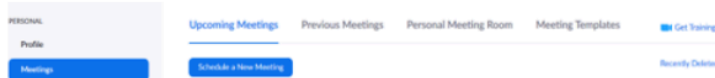
Zoom keyboard shortcuts on PC

If you're using a PC to run Zoom, the following keyboard shortcuts will work with desktop client versions 3.5.19869.0701 or higher. To obtain the latest version of the Zoom desktop client for your PC, visit the Zoom website.

Control your audio and video:

- *Alt + V*: Start/Stop video
- *Alt + A*: Mute/unmute audio
- *Alt + M*: Mute/unmute audio for everyone except host
- *Alt + S*: Launch share screen window and stop screen share
- *Alt + Shift + S*: Start/stop new screen share
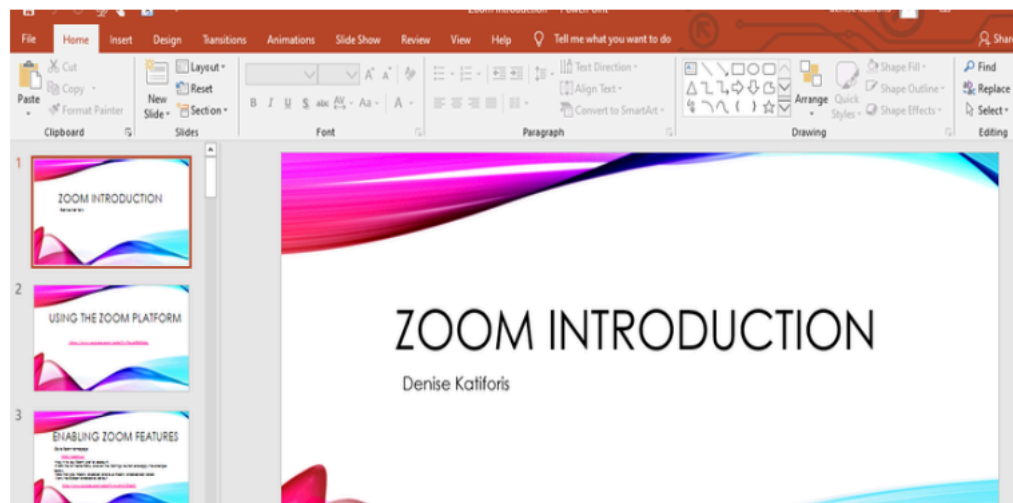- *Alt + T*: Pause or resume screen share

Zoom keyboard shortcuts on Mac

If you're using a Mac to run Zoom, the following keyboard shortcuts will work with desktop

The participants can see this msg
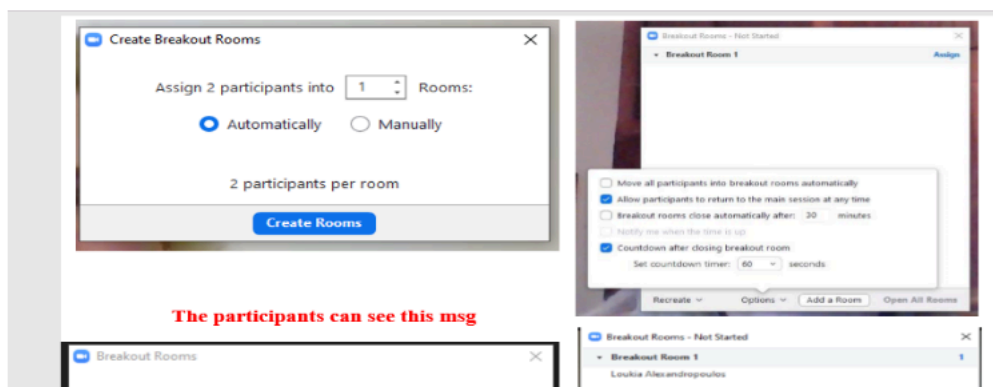
This led to further creations of PPT files to explain how to use ZOOM using basic, simplistic explanations that participants embraced.

As my coaching sessions with ZOOM continued, I created learning activities for my participants not only to further educate them with all the ZOOM features but also to captivate and make them feel more comfortable and confident in using ZOOM as a platform for learning with their students. I incorporated the Easter theme below, aiming to introduce the use of breakout rooms.
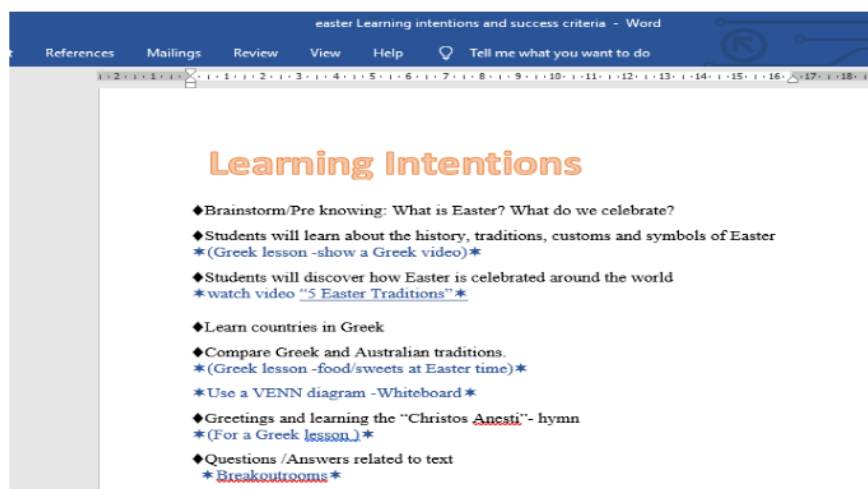

My learning focus as a Coach was to make the instructions as clear and simple as possible for my colleagues taking into consideration that not everyone is 'Tech Savvy' and we all come from various cultural backgrounds and it is essential that my sessions were easy to follow, instructional and enjoyable. I wanted to empower all staff joining my ZOOM sessions and I also continued to make my sessions more interesting, motivating and engaging by using different methods.

I used comical memes to encourage and show my participants that we were all facing challenging and overwhelming times due to COVID -19 and the transition to online learning would not be as difficult as initially perceived.

As the request for more sessions continued, I created more power points on Breakout Rooms, how to use the Share Screen and Chat functions with students. *Using the Breakout Rooms was one of the many great features of ZOOM, that teachers can use in the facilitation of* group activities.
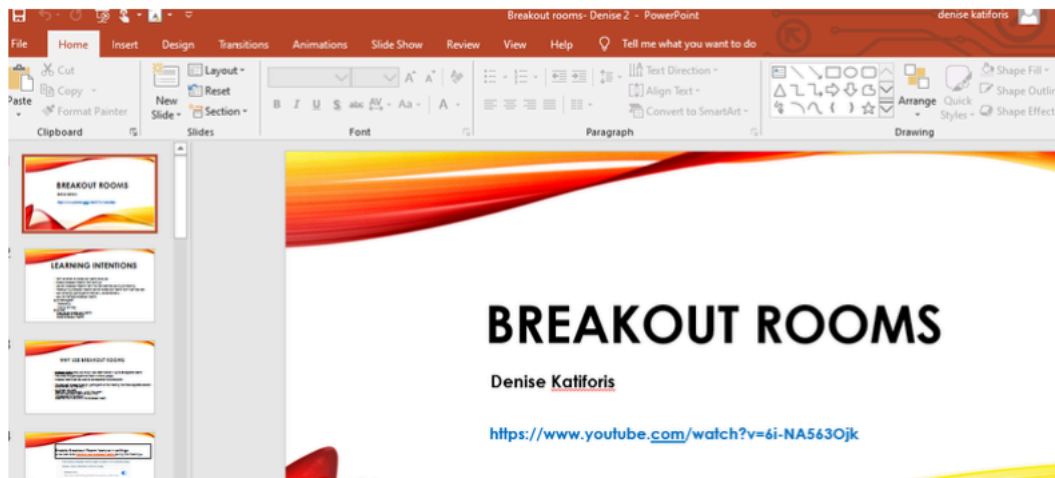
Further explanations were required regarding the two interfaces of the ZOOM platform – these were the Share feature- whiteboard, file transfer, breakout rooms, and many more features in order to enhance the facilitator's teaching sessions. So, I promoted the following links and created more PowerPoint explanations for my colleagues:
https://www.youtube.com/watch?v=jQ4-wrwHAxk
https://www.youtube.com/watch?v=l8UwTwjpE6E&t=317s

Breakout rooms

https://www.youtube.com/watch?v=VkK5WEf6xgk
https://www.youtube.com/watch?v=6i-NA563Ojk&t=671s
https://www.youtube.com/watch?v=zYpOsaMRg-M&feature=emb_logo
https://www.youtube.com/watch?v=dNCrdSnnqiU

Over time, it was evident that the different groups of participants had various priorities and more questions, therefore, I had to use more resources such as Google Arts and Culture, a Virtual tour of the Acropolis Museum, and a variety of assessment tools such as whiteboard.fi, liveworksheets, flipsnack, Kahoot, Polls Everywhere and many more.

For example, with flipsnack, teachers and student can create images and pdf files to create a booklet as part of a project. This has proven to be a fun activity and a very useful tool in creating my sample book on the Acropolis Virtual tour that I took both my colleagues and students on.
https://www.flipsnack.com/Dionysia/acropolis-museum.html

My expertise in using PPTs, the Victorian Curriculum, Education Perfect, FUSE, Google Earth projects, Google Arts and Culture projects on the online platform, humorous viewing and many other assessment tools, captivated my participants' interest and it encouraged me to present Advanced ZOOM sessions for which I had an impressive turnout, with very positive feedback. This is where I incorporated the following links:
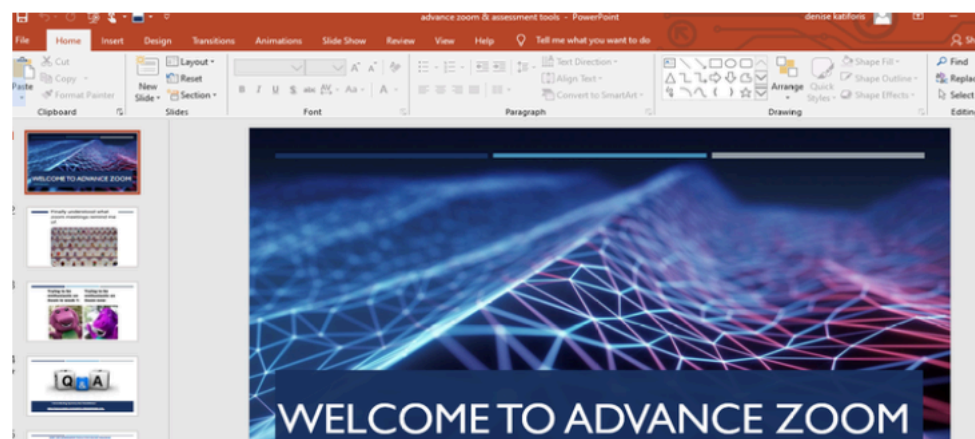
https://artsandculture.google.com/streetview/acropolis-museum/IwFUpQvIJ1QDVA?sv_lng=23.7285267&amp%3Bsv_lat=37.9682265&amp%3Bsv_h=80.09660992817885&amp%3Bsv_p=2.198053202193691&amp%3Bsv_pid=1eIXOIPUaS2hPmrMwGYkQQ&amp%3Bsv_z=1&sv_lat=37.9682265&sv_h=60.09660992817885&sv_p=2.198053202193691&sv_pid=1eIXOIPUaS2hPmrMwGYkQQ&sv_z=1

https://whiteboard.fi/

https://www.liveworksheets.com/

https://www.flipsnack.com/

https://kahoot.it/

https://www.polleverywhere.com/

https://www.youtube.com/watch?v=jQ4-wrwHAxk

https://www.youtube.com/watch?v=l8UwTwjpE6E&t=317s

As much as I enjoyed coaching ZOOM to colleagues, I found that on many occasions, it was very challenging to conduct my lessons because of the diversity of technological abilities within the groups and this made it a challenge to please everyone in the sessions, just like dealing with mixed ability learners in a classroom setting. I had to put various pedagogical strategies into place, providing guidance and most importantly having patience and compassion for staff who were not comfortable with technical terms and that, helped me to use different teaching techniques with my audiences to accommodate their needs. I used simple guidelines and also additional ZOOM sessions for staff that needed extra assistance and successful outcomes to problems faced while ZOOMING. The outcome was that teachers who participated in my ZOOM training sessions managed to successfully and confidently apply their knowledge to facilitate interesting, interactive and enthusiastic student participation, regardless of those ever-present ZOOM glitches that were without a doubt the biggest challenge to teaching colleagues. But parents and students were understanding and patient throughout the online sessions. It is somewhat like an invisible epigram that everyone is aware of and comprehends, respects and makes allowances for living in a technological world!!

After many hours, I spent over the school holidays to be prepared for my online teaching, and in training the Greek Faculty and others, I thoroughly enjoyed the learning experience of being an accidental Coach and most importantly the ability to share my knowledge with other staff. It has been tremendously rewarding and it has awakened my sharing skills and the ability to perceive my staff and colleagues' needs and to provide a problem-solving solution to grow their expertise in using the ZOOM platform.

I am grateful for having the opportunity to coach others amidst such a chaotic move to remote learning. I would also like to acknowledge and thank my Area Managers, Kevin Ryan and Kerry Law from VSL for promoting me to their staff as a ZOOM coach and giving me the opportunity to impart my knowledge on ZOOM. Thank you to my team at St. Athanasios Greek School for their feedback and ongoing support using this ZOOM platform. Now we are all ZOOM equipped for any further future needs to move to remote learning, but we can effectively use our newly acquired skills that do not rely on traditional classroom techniques. We can happily embrace the digital classroom tools and tips that we have learnt and incorporate them into our Curriculum to enhance student learning with virtual tours, Youtube links and networking that has developed amongst teaching colleagues as we went on our ZOOM journey together.

What an amazing way to meet a great network of people, which pays homage to Aristotle's 12 virtues – see more in the link below!

https://aesthetichealingmindset.wordpress.com/2011/06/12/4706/

BIBLIOGRAPHY-

Introductory ZOOM links:
https://support.zoom.us/hc/en-us
https://www.youtube.com/watch?v=UNxhkq9jjVo&t=189s
https://elearning.uq.edu.au/guides/virtual-classroom/using-zoom-tips
https://www.youtube.com/watch?v=4JPtzacTACI&t=223s
https://www.youtube.com/watch?v=HbYHaNvCw9M
https://www.youtube.com/watch?v=xcEXn4mnyLM
https://www.youtube.com/watch?v=UNxhkq9jjVo&t=173s
https://www.digitaltrends.com/computing/how-to-use-zoom/
https://www.pocket-lint.com/apps/news/151426-what-is-zoom-and-how-does-it-work-plus-tips-and-tricks
https://zapier.com/blog/zoom-tips/
https://www.youtube.com/watch?v=FnFSBjFvK2o&t=357s
https://www.businessinsider.com/how-to-use-zoom?r=AU&IR=T
https://www.owllabs.com/blog/zoom

Further Useful links:
https://www.commonsense.org/education/top-picks/top-tech-tools-for-formative-assessment
https://wabisabilearning.com/blogs/assessment/17-formative-digital-assessment-tools
https://fuse.education.vic.gov.au/Teacher
https://www.educationperfect.com
https://socrative.com/

Greek websites and YouTube videos:
https://saferinternet4kids.gr/nea/zoom/
https://www.upnet.gr/e-manuals/zoom-connect/
https://www.youtube.com/watch?v=SkeJYtGqBLI
https://www.youtube.com/watch?v=ugKMQwl5noI
https://www.youtube.com/watch?v=ywaoYbFMohc
https://www.youtube.com/watch?v=FyKWUzuJ5eQ
https://www.youtube.com/watch?v=Xw39pqc_wLY
https://www.youtube.com/watch?v=LDwVUE-ams0
https://www.youtube.com/watch?v=nMErhJ2Uges
https://www.youtube.com/watch?v=ywaoYbFMohc&t=9s
https://www.youtube.com/watch?v=F70bMCIff84&t=4s
https://www.youtube.com/watch?v=0fB9g1EvrCg

ZOOM Videos:
https://www.youtube.com/watch?time_continue=4&v=Srh59aK1q-A&feature=emb_logo
https://www.youtube.com/watch?v=g14Qg35p_5I&feature=emb_logo
https://www.youtube.com/watch?v=cj3-G6wvm5w&feature=emb_logo
https://www.youtube.com/watch?v=F84Nnv-Hon8&feature=emb_logo
https://www.youtube.com/watch?v=tiUaRPexBQQ&feature=emb_logo
https://www.youtube.com/watch?v=TsDfhsorSMA&feature=emb_logo
https://www.youtube.com/teach?v=9guqRELB4dg
https://www.youtube.com/watch?v=UNxhkq9jjVo
https://www.youtube.com/watch?v=j0OoY8vzVMM
https://www.youtube.com/watch?v=ygZ96J_z4AY#action=share
https://www.youtube.com/watch?v=TsDfhsorSMA&feature=emb_logo
https://www.youtube.com/watch?v=QGQkAsKtriU

https://www.youtube.com/watch?v=cj3-G6wvm5w&feature=emb_logo
https://www.youtube.com/watch?v=XhZW3iyXV9U#action=share

How VSL Centre Teachers Responded to the Move to Online Teaching and Learning
by Veronica Deren

The rapid move to remote teaching and learning presented many challenges to the staff in the VSL Centres. This unprecedented process set teachers, parents and student on a steep learning curve trajectory. VSL Centre teachers were fortunate as IT staff at VSL DE Head Office provided a significant level of support such as ZOOM support and user-friendly, Student/Teacher and Parent summary Kit. VSL Centre teachers were able to share this Kit with families to support them in connecting to ZOOM sessions from their end. VSL Area Managers also provided support and assistance to all staff. The Glen Waverley VSL Centre offers P-12 classes in Greek and French and continuing the classes remotely required access to many different resources, accessible online, to cater for the wide variety of learning demands and capabilities of the students. To support this process VSL Centre teachers were given access to VSL DE's online workbooks and the VSL IT Department continued to assist with adding weekly reading, writing, listening and speaking activities. Each workbook level incorporated textbooks to use for short homework and reinforcement activities. VSL offered all Centre teachers access to Education Perfect resources at all levels. Most of the Centre junior and senior students have been using this on a weekly basis so were already familiar with it. These resources focus on vocabulary building with quiz challenges and also advanced comprehension exercises for senior students. The combination of these support process, facilities and mechanisms got us started which elevated some of the initial stress and uncertainty of the situation thrust upon us.

The VSL is extremely grateful to Denise Katiforis, who gave of her time generously and voluntarily, to create multiple online and teaching and learning PPTs to share and explain to VSL Centre staff via ZOOM sessions. The patience and support Denise bestowed upon many VSL Centre staff was amazing. The support for ZOOM was also exceptional given an agreement to accommodate free (and up to four hour in duration) ZOOM sessions for teachers to maintain continuity with delivering Saturday morning classes.

As teachers we valued the break-out room ZOOM feature as it enabled students to work together on close exercises, share videos, discuss problems, complete grammar exercises or work together to answer Kahoot questions. Teachers who have very junior primary classes gravitated toward Education Perfect sessions and flashcards, writing stories about family, animals, places and story time sharing. Teachers needed to be creative with young students to keep them engaged and motivated. We quickly identified that we needed to be careful with the amount of homework given to VCE students as they already had a huge amount from other subjects. We had to be mindful of everyone's wellbeing as we understood that losing face-to-face contact with teachers, fellow students and friends was difficult for many.

Many VSL Centre staff also benefited greatly from the opportunity to access and participate in the open and freely accessible MLTAV facilitated suite of seven (7) webinars. The webinars were hosted by MLTAV and supported by the Victorian Government and were designed specifically to support Languages teachers in the rapid shift to remote teaching and learning as a consequence of the unexpected and unanticipated COVID-19 Pandemic. This was a widely-accessed and positively received offer of support. In total, over 400 Languages teachers, from across Victoria Regional and Metro areas, took advantage of this mechanism of support. Many teachers also took advantage of the support provided by Single Language Associations and other generous and freely accessible sources.

There have been many benefits of the shift to remote teaching and learning and as a result many of us have become more creative, become more ICT savvy and are very keen to continue to make use of some of the new learnings and tools in everyday practice. What a wonderful profession to be part of!

To finish off, I leave you with some useful tips we identified throughout remote teaching & learning:

- Allow time for activities, especially if students have to switch between Apps and views. Everything will take longer, especially if things have to load. Aim for simplicity in the plan in general – fewer chances for things to go wrong!
- If things do go wrong, remain calm, patient and ride with it, it will eventually work
- Include breaks for students: decide with the students what they want. You may decide to have a couple of shorter breaks, e.g. 5 minutes each after 30 minutes.
- Look for as many student-to-student interaction opportunities as you can – not just student-to-teacher or lecture-style. It is worth putting interaction patterns on your plan to be aware of this. Plan for every student to be on camera talking to the group at least once during the session.
- Include movement in the plan – chances for students to get up and maybe sing a song with movements – this type of kinaesthetic activity engages boys more too. Tell the students why you are doing this (it is better for your brain to move regularly, and you will remember more). This is also a chance for you to move around and take a break from looking at the screen.

MLTAV and Single Language Associations

MLTAV is the umbrella Association for approximately 20 Single Language Associations in Victoria. MLTAV highly values cross collaboration between teachers of different Languages. In the new-look Languages Victoria, MLTAV would like to promote the role of Victorian SLAs in supporting Languages teachers. In this edition, we focus on how MLTAV and SLAs supported Languages teachers in navigating the challenges, and identifying the opportunities, of practicing within a remote teaching and learning environment

MLTAV Webinars
by Kerry O'Connor

The MLTAV applauds its members and all Languages Teachers globally for demonstrating a brilliant, unified and humbling display of courage, determination and commitment throughout the past months.

Such qualities could be considered prerequisites for entering a profession that works tirelessly to ensure Languages Education is embedded as a priority area into educational curricula. However, at no time more than the past three months has the criticality of coming together as an international community been more prevalent.

Embracing change, despite navigating an unprecedented time of remote teaching and learning as a result of the COVID-19 Pandemic, is something that educators have done in an exemplary, dignified and selfless fashion.

When we think back to March and the uncertainty of what lay ahead, taking a get-on-with-it attitude focusing on continuity of student learning whilst ensuring everyone's wellbeing was of paramount importance. This growth mindset and resilient attitude, along with a willingness to support each other, share resources and experiences is undoubtably what has made us stronger.

Through support from the Victorian Government, MLTAV was mobilised to facilitate a suite of 7 extremely successful and well-attended webinars designed to support and assist Languages Teachers navigate through the challenges of a remote teaching and learning environment. Over 400 educators embraced this opportunity and more continue to do so by accessing the recordings and PowerPoint presentations now available via the MLTAV website.

The final webinar in this series focused on the ICT-related up-skilling and new opportunities that are now being incorporated into classroom-based practice. ***What have we learnt? What's been working for Languages learning? What will we continue now we have returned to the classroom?*** It was an interesting opportunity to reflect and share thoughts and possibilities.

MLTAV also provided support to its members through its social media platforms and the development of a new Online Teaching and Learning feature on its website. There was an abundance of valuable information and resources shared freely via social media platforms globally. This encouraged us to learn from each other in a way that may not have occurred if not for COVID-19.
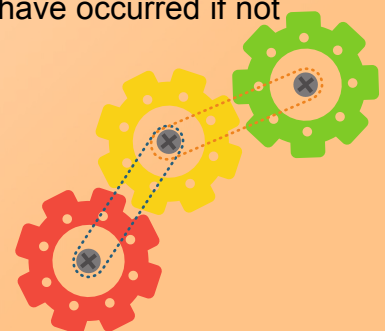
MLTAV and Single Language Associations

SLA Corner
by Kerry O'Connor

Whilst MLTAV provided support to its members, there were also many other sources of guidance coming from various organisations and associations. In particular, the Language-specific support provided by Single Language Associations to their members should be acknowledged. There are approximately 20 MLTAV Accredited Single Language Associations (that fall under MLTAV's umbrella) that have also continued to support their members. We would like to take this opportunity to showcase a few of these SLA stories with you.

Thanks to the Macedonian Teachers' Association of Victoria (MTAV), the Association of German Teachers of Victoria (AGTV) and the Japanese Language Teacher Association of Victoria (JLTAV) for sharing their own stories of support, challenges, learnings and successes from over the past months.

MACEDONIAN TEACHERS' ASSOCIATION OF VICTORIA ARTICLE

'Sharing successes and challenges'

On the 4th of May 2020, the Macedonian Teachers' Association of Victoria held its first online workshop on teaching the Macedonian Language online in primary and secondary schools. This workshop was held using the ZOOM platform courtesy of the MLTAV.

The Association is aware of the challenges the Macedonian teachers are experiencing in the present remote teaching circumstances. That is why we brought teachers together and invited them to share their expertise, successes, and challenges, and to give their opinions on how to improve our remote teaching.

In the first part of the workshop, several experienced teachers gave short presentations about different ways to undertake remote teaching. As every school has different approaches to remote teaching, presenters shared their way of providing various language experiences for students. A large part of the workshop was dedicated to discussion and idea-sharing. Teachers from regional areas acknowledged that the idea of sharing strategies and concepts using Google Drive, Facebook page and online workshops keeps them connected and up-to-date with other teachers. Others shared their experience using 'Kahoot' games to engage students in practising learnt vocabulary. Another realisation that was shared was the opportunity for students to manage their own learning. Students being able to work at their own pace and review instructions/information provided to support task completion, was very beneficial. Teachers also agreed they observed that students were much more motivated when they were are able to impress their families with their skills and abilities!

One of the greatest challenges that teachers discussed was time management. Although for us, as teachers, it's a constant learning process, remote learning has come very swiftly. The other great concern was differentiation in an online classroom, especially for face-to-face teaching. The workshop concluded on a very positive note. An initiative to create Language Perfect – Macedonian interactive activities was raised. Recently, the Association created its own Facebook group on Google Drive for sharing activities and ideas on teaching. All teachers have been encouraged to join.

The Association is planning another online workshop in the near future.

Novka Blaze - Vice-President of the MTAV
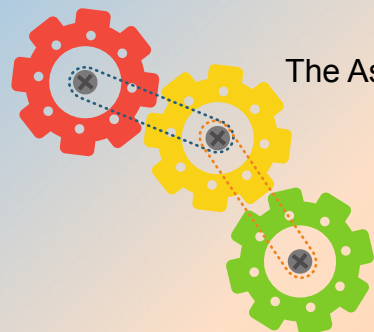
MLTAV and Single Language Associations

SLA Corner

JAPANESE LANGUAGE TEACHERS' ASSOCIATION OF VICTORIA ARTICLE

'Supporting Teachers and Students throughout COVID-19'

The Japanese Language Teachers' Association of Victoria Inc. (JLTAV) is the Single Language Association supporting Japanese teachers in primary, secondary and tertiary education.

The Association's flagship event is our Annual Conference. We were due to hold this in April at the start of Term 2, however, we have postponed the event until 2021. We are still very much committed to the professional learning of our members. For a number of years we have run a successful YouTube channel. To support our colleagues during this time, a number of our tech-savvy teachers put together short downloadable videos to help navigate some of our favourite online tools for teaching and learning Japanese. These tools include: Classkick, Gimkit, Nearpod, PowerPoint, Seesaw and Google Classroom. We very much appreciate the expertise, generosity and incredible talent of our colleagues who put these videos together. The JLTAV YouTube channel is available for any Languages teachers to access.

At the start of Term 3, we usually run the 'Year 12 Morning'. During this event the end-of-year oral and written exams for Japanese are explained to students in attendance. Students receive a comprehensive booklet outlining advice on what to expect in the external exams and how to go about preparing for them. The booklet also contains a practice exam which students can complete at home or during class time. Teachers receive support materials for the practice exam including a listening CD and answer sheet. This year a new Study Design for Units 3 and 4 Languages has commenced. As a way to help both teachers and students of Year 12 Japanese understand the new exam format and requirements, the committee decided to make these resources available to our members for free via Google Drive, including a recording of the information that would usually be presented on the day of the event.

Over the past few years we have held a highly successful immersion weekend. This is the perfect opportunity for non-native teachers of Japanese to focus on developing and extending their Japanese language skills in an immersive environment. We hope to organise this event later in the year. Given the uncertainty around when international borders will open and travel between Australia and Japan will resume, this weekend will be the perfect opportunity to feel like we are in Japan.

As an Association we have valued our access to, and use of, technology to navigate our way through this difficult time. Things we would normally do face-to-face have been completed online with relative ease. Our Annual General Meeting was held online, along with our monthly committee meetings. As a committee we will discuss and explore what we continue to offer online once things return to the 'previous normal'. We have all continued to develop our skills during this time of remote teaching and learning, particularly in the use of digital technologies, and it is important that these skills are maintained and not forgotten as we move into the second half of the year.

Nathan Lane
President
JLTAV Inc. (Reg. No. A0024691U)
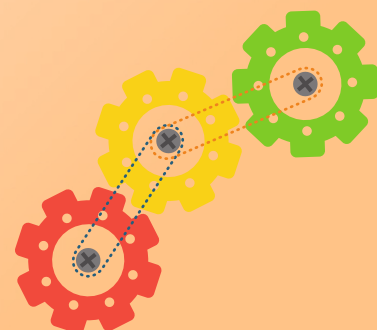
MLTAV and Single Language Associations

SLA Corner

GERMAN TEACHERS' ASSOCIATION OF VICTORIA ARTICLE

AGTV in der Coronazeit / AGTV in the Corona Period

Whatever our experience, we have been blessed in Australia for avoiding the devastating numbers of deaths in other parts of the world. Our thoughts are with all affected by the coronavirus.

At the start of 2020, no-one could have predicted the sudden and transformational challenge teachers would meet in delivering remote learning programs. But the teachers just did that. They rightly deserve the gratitude and admiration of the community.

It has been a time of extraordinary collaboration and generosity across the world. Languages teachers have shared their resources and expertise through virtual meetings and online platforms. Commercial entities have provided free access to materials and services. Webinars have been offered locally and internationally in abundance on all manner of topics. Internet searches for video tutorials discovered a treasure trove of support. It has truly been a time of frenetic activity online and enormous creativity in reimagining the delivery of the curriculum.

The AGTV Committee held a couple of online meetings in the early stages, but it soon became clear that sitting at a computer all day during school hours did not make the prospect of a further meeting online attractive. Teachers were completely absorbed in managing the preparation for remote learning programs, supporting students, attending school meetings and other professional and personal obligations, including personal wellbeing and supervising remote learning for their own children.

Schools were also providing support for their teachers and each school had its own approach to delivering remote programs. These varied significantly across primary and secondary settings. Thanks also to the MLTAV for organising the series of webinars for teachers on general topics of relevance to all teachers of Languages.

The AGTV provided regular emails to members about opportunities and support for teachers and ideas for resources and tools, a service offered anyway, but was focussed more on remote learning. Feedback is that teachers appreciated the emails, but some found so much information overwhelming, as it was coming not only from the AGTV, but from all quarters. It is difficult to know who wants what. We tried to be clear in the email heading as to the content and/or try to entice people to open the email.

An initial webinar was offered to primary teachers of German on 12 March during the school holidays. Five members offered advice on how to engage with students online, the legal requirements of dealing with children online, the online platforms or tools they were planning on using or already using, and a range of resources and ideas. A second webinar was held for primary teachers on 9 May on a Saturday afternoon and everyone had a detailed look at how one program was organised and delivered, including an initial plan for online assessment for reporting purposes. All presenters at these PD's shared their experiences and resources freely and generously, as is the case at all our PD's, and everyone was most appreciative.

At the point of registration, participants were asked to list the technology they were using or planning to use. Teachers named: Google Classrooms, Microsoft Teams, ZOOM, Seesaw, Canvas, Moodle, Edmodo, School eLockers, Screencast-O-Matic, Skype, Schoolbox, Hapara, One Note, Seqta, Class Dojo, Flipgrid, VSL App, school-made remote learning website, and sending emails.
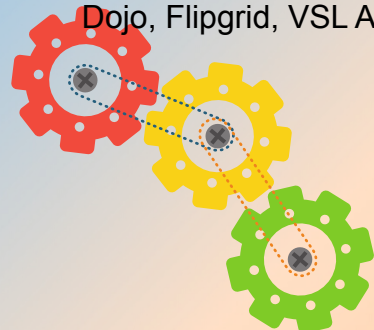
MLTAV and Single Language Associations

SLA Corner

GERMAN TEACHERS' ASSOCIATION OF VICTORIA ARTICLE cont…

Some country schools already run virtual classrooms, so the concept of remote learning is not new.

Feedback from primary teachers is that most students responded well and that more time was spent on German than usual as they were offered some online options, and that the involvement of parents meant they learned more about what goes on in German and how impressed they were by what was happening.

In secondary schools, there were reports of how students who don't often come to school were turning up at remote lessons and participating, an unexpected and positive development.

However, added to the Corona challenge for many secondary teachers was the fact that the new VCE Study Design for German (and other Languages) is being fully implemented in 2020. This was already causing stress for teachers, and with little information or advice on the new exam formats or PD coming from VCAA until recently, it is even more stressful. The changes to the study design for 2020 did not alleviated the stress and for some, has increased it.

It has been difficult for the Committee to find the time, energy and presence of mind to focus on ways to support teachers and students in implementing Units 3 and 4, digesting the advice from VCAA, and ideas on how to prepare students for external exams. With the time-demanding and intense work in delivering remote learning programs, then providing both remote-learning and face-to-face learning, then a return to school, then report writing, it has been challenging to organise a time to discuss, let alone to plan and offer or attend professional development.

Not only that, VCAA are now reviewing the implementation of the Victorian Curriculum after only five years, and the AFMLTA has been contracted to develop a National Languages Strategy and Plan. So much to do, so little time and energy to rise to the ongoing defence of Languages at state and federal levels, and sadly, in your own school, where some secondary programs are being reduced.

On a more positive note, there are many silver linings to the experience of remote learning. It has shown everyone how easy it is to run or join a webinar, how location is not a hindrance, and of how useful technology can be to enhance learning. For many it has been a steep learning curve and has given cause to think digital as we move into the third decade of the 21st century.

As far as the Committee is concerned, it has made meeting with geographically dispersed and time-poor members easier with online ZOOM meetings, and we are likely to continue a combination of face-to-face and online committee meetings and professional development programs. It is quite exciting. On the other hand, we are faced with managing our AGTV-BJR exchange program, which is on hold until at least international travel is permitted, and we are still in limbo wondering if and how the Model UN Conference, the Year 12 Forum and other events can occur, although we are running remote Regional Finals for our poetry competition.

Congratulations to everyone for their ongoing and ever-impressive professional and relentless commitment to students and colleagues. The upcoming winter holidays will be a welcome relief for all teachers and time to look after their own health and wellbeing. Stay safe!

Catherine Gosling

Association of German Teachers of Victoria.

People Matters

Vale Alan Shugg - MLTAV Life Member

MLTAV was deeply saddened to hear of the recent passing of MLTAV Life member, Alan Shugg.

Alan Neil Shugg, born 21 March 1933, was of English origins and spent his early years in the St Kilda, Malvern and Ivanhoe areas. He attended Caulfield Central PS and Huntingtower PS, where he first learnt French - and he found that he loved it. He was evacuated to the Dandenongs in the early 1940s after the bombing of Darwin. He was awarded a scholarship to Geelong Grammar School, where he completed his secondary schooling from 1946-1951 and where he developed a passion for Languages, including, French, Latin, Russian and Ancient Greek. Alan maintained contact with many of his friends from Geelong Grammar.

Alan received a Commonwealth scholarship to study at the University of Melbourne. He graduated B.A. (Hons) in French and Russian and later completed an M.A. in Russian at a time when the Cold War was prominent. Alan spent a year at Cambridge doing research towards his M.A.

After a short stint in the Department of Defence, he moved to Brighton Grammar in 1959, where he would teach French and introduce Russian. He remained there until 1966, and joined the French standing committee during this period. He also published his own magazine for the students, called *Et Maintenant* (named after a popular song at the time). Peter Marshall, a colleague at Brighton Grammar, recalls Alan as "an outstanding linguist and teacher who took a great interest in his students both those whom he taught and those in his care as a Form Master. Alan took a strong personal interest in all his students and in turn was much admired by them." Peter Toms of Brighton Grammar regarded Alan as a "consummate School Master", House Master of Dixon House and a member of the BGS French club. In this capacity, Alan organised a matriculation French class camp at the school's campsite, Labertouche, during the 1966 September school holidays.

One of Alan's Brighton Grammar Students, Robert Pickering, past Professor of French Literature at the Université Blaise Pascal, Clermont-Ferrand, commented: "It is no exaggeration to write that my entire university career (teaching and research in French language and literature) was shaped by Alan. I first had contact with him through his teaching of French at Brighton Grammar School. He enthused me for the subject: I still remember what a revelation it was when Alan showed me that Languages other than just English were spoken around the world and had their own particular way of presenting life. He also taught Russian at BGS, but unfortunately not to "Matriculation" level, so I had to choose another subject. But Alan's example of the fascination to be found in foreign Languages encouraged me sufficiently to take Italian as well at the University of Melbourne, with French. Beyond just Languages he opened my eyes to things cultural in the broadest sense."

Around the same time, Alan participated in the French Government *Stage de Nouméa* with Ian Adams, soon to be President of the MLTAV. Ian remembers "one particular highlight about which (they) reminisced: (they) were invited to dinner at the French Admiralty by the Admiral of the French Pacific Fleet, who was a very generous host. The dinner was served by a naval officer in full tropical uniform. The admiral's very attractive daughter and her girlfriend were present, no doubt to share the task of hosting. The meal and wines were excellent and afterwards (they) were treated to a sailor driving (them) back to the accommodation much to the astonishment of other participants in the *Stage*."

Alan moved to Scotch College in 1967 where he taught French and Russian and, over time, became Head of Languages for the period of 1982 to 1995. One highlight of his Russian teaching period was to take students to the USSR, an experience for the students that although not easy at the time, made a lasting impression on them. As Head of Languages at Scotch College, Alan played a significant, formative role in the development of the Languages program and introduced the structure of boys studying a European language (French or German) at Year 7 and an Asian language at Year 8. From 1987, he was commissioned to investigate setting up teaching a language at the primary level at Scotch; this led to the introduction of German in the Junior School.

People Matters

Alan was an early advocate of the use of computers in the teaching of Languages – computer-assisted language learning (CALL) – producing a software program to supplement the popular CIS Education French text, *Ça Bouge!* Denis Cunningham AM recollects Alan attending a CALL workshop he organised in 1982. Alan may not have been persuaded totally at the time but, some years later, proudly affirmed to Denis that it was the early CALL workshop that had motivated him to devote considerable time over the summer holidays to creating "Macintosh stacks" for the teaching of Languages. Elio Guarnuccio, Manager of CIS Education, described Alan as a 'visionary', well ahead of his time in the creation of software which led into what is used today.

Alan did considerable and productive work as the leading advisor in the planning of the Language Centre at Scotch College and, when it opened in 1995, became its Director. As Director, he established community language classes including up to seven Languages. He also initiated the popular cooking classes in which distinguished multicultural chefs displayed their skills and techniques, successful Internet classes and colourful cultural events for special occasions. In a tribute to Alan upon his retirement in 1998, Scotch College noted "Alan may have enjoyed most his past three years as Director of the Language Centre, where he (was) able to combine his great loves – Languages, food and wine – in a creative way".

Alan was commissioned by the AISV (Association of Independent Schools of Victoria) to develop a flexible multimedia authoring 'shell' for Languages teaching to be used as a template for several Languages. In this context, he also organised and led a VCE network of LOTE Coordinators from 1988 to 1995. Elsewhere, he was a member of the standing committees for French and Russian at VUSEB (Victorian Universities and Schools Examination Board).

In the field of teaching Languages in Victoria, Alan was prominent early and accomplished much. Alan was actively involved in the MLTAV very early in its existence, and was present among legendary figures such as Alan (AR) Chisholm and Mannie Gelman, who passed away in 1992. Both would become Patrons of the MLTAV. By 1971, Alan was Editor of the fledgeling *ML Newsletter*, where he introduced the practice of listing the committee members in the publication. Ian Adams was President of the MLTAV Committee at that time. When Denis Cunningham AM joined the committee in 1976, he recalls the impressive Alan Shugg, made an Honorary Life Member in 1977, as a delightful colleague and man who had achieved so much at such an early age and stage in his career.

After retirement, Alan continued to maintain his language skills by travelling extensively. His wife, Susan, added that: "As we travelled he charmed the French with his excellent language skills, ensuring that we have maintained many friendships. His Italian and Spanish were also beneficial" as he had added these to his repertoire.

Alan also participated as a volunteer with the Brotherhood of St Laurence, Meals on Wheels and Kew Neighbourhood House where he helped people cope with iphones, ipads and computers.

Alan is survived by his second wife of 38 years, Susan, his three children, Nicholas, Natasha and Kristina, and his step-sons, Sean and Damian, along with eleven grandchildren. We have lost a gifted linguist, an exceptional teacher and leader and a true gentleman.

Gratitude is expressed to current and/or former members of staff at Brighton Grammar – Kate Birrell, Peter Marshall, Peter Toms and Michael Urwin – members of the past teachers club at Scotch College, Ian Adams and other former members of the MLTAV, Elio Guarnuccio of CIS Education and Judy Oakes of the AISV. Especial thanks are conveyed to Susan Crumlin-Shugg and Alan's daughter, Natasha, for significant background and contributions.

By Denis Cunningham, AM

People Matters

Vale Dr. Jane Orton

Dr. Jane Orton was a dear friend and long-term member of MLTAV, former member of the AFMLTA Executive, Editor of Babel, recipient of the AFMLTA Medal, presenter of the Horwood Memorial Lecture and a passionate advocate for Languages education and Chinese Language teaching and learning in particular, passed away on the morning of 31 January 2020. Jane had overcome cancer a few years ago, but it unfortunately returned in the months leading up to her untimely passing.

Jane contributed articles to MLTAVs Journal, Languages Victoria and generously gave of her time to present at many MLTAV annual conferences sharing on topics she was both expert in, and passionate about, including:
- 2020 Conference: The Chinese Teacher Training Centre;
- 2012 Conference: Learning from a Target Language Sojourn;
- 2013 Conference: On the way to Immersion - iPad Work in a CLIL Style;
- 2014 Conference: Transforming a Content Area Topic into a Learnable CLIL Unit.
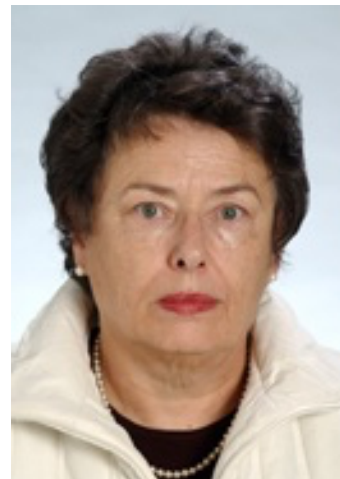
Jane was also well known on the International speaking circuit, having been a keynote speaker at conferences in Germany, the UK, and, most recently, Ireland. She was an active member of the board of the International Chinese as a Second Language Acquisition Research (CASLAR) Association and was on the editorial board of the CASLAR Journal.

Jane had held the position of Honorary Fellow at The University of Melbourne since 2015, and continued to work tirelessly to support research, debate and professional learning for teachers of Chinese nationally and internationally. Most recently she was involved as a consultant to a number of Chinese CLIL and bilingual programs in schools Before her 'retirement' she was Director of the Chinese Teacher Training Centre at The University of Melbourne (established by the Victorian Department of Education and Early Childhood Development in collaboration with China's Hanban Office), from 2009 - 2015, which operated as a national research and professional development centre for Chinese language teaching in Australia.

Jane researched and published widely in areas related to the teaching and learning of Chinese as a Second Language, in Chinese teacher education and in intercultural relations. Her most recently publications including her book, *Teaching Chinese as a Second Language: the Way of the Learner,* co-authored with Andrew Scrimgeour, published in 2019. She also published chapters in key works including *Chinese Language Education: Teacher Training*, in *The Routledge Encyclopedia of Chinese Language and Culture* (2016) and on the *Teaching Content, and Developing Language in CLIL Chinese* in *The Routledge Handbook of Chinese Language Teaching* (2019). She also authored the two highly commended and influential commissioned reports into Chinese language teaching in Australian schools in 2008, and 2016. These reports sounded the alarm for issues in the teaching of Chinese in Australia and set in train responses from governments and scholars throughout the nation.

Jane's passing has led to an outpouring of grief among practicing teachers of Chinese, many of who recognise her as the inspiration for their teaching practice and a compassionate mentor and supervisor, having supervised more than forty thesis on language and culture education. Jane always sought to assist teachers to see the classroom from the perspective of the learners themselves. She will be sorely missed for her tireless efforts to improve the quality and outcomes of Chinese language education locally, nationally and internationally.

* MLTAV acknowledges both AFMLTA's and the Victorian School of Languages Vale's to Dr. Jane Orton, as having contributed to MLTAVs Vale content.

People Matters

Retirement of Professor Joe Lo Bianco

Professor Joe Lo Bianco retired on June 30, 2020. as stated in his own words via his Twitter account, *'So weird to do this from iso. But much work I'm still keen to do: more like a life-stage transition.'*

The MLTAV has congratulated Joe and given the close timing of his retirement and this edition being distributed, MLTAV is planning a special retirement tribute for inclusion in the November edition of Languages Victoria.

Sad Passing of Dr. Piero Genovesi

It is with deep sadness that the Dante Alighieri Society informs our members and teachers of the passing on 9th May 2020 of Dr. Piero Genovesi.

Dr. Genovesi was known to many people in the cultural and literary world. He was associated for many years as the Director of the Italo-Australian Institute and he worked at its Research Centre at La Trobe University Bundoora.

Many teachers will remember Dr. Genovesi from a conference, seminar or even during their study days at the Italian Department of La Trobe University.

Dr. Genovesi spent years tirelessly working as a researcher and historian and wrote numerous literary articles, essays and publications on Italian literature and language and the presence of Italians in Australia. He was of immense support to local and international authors of poetry and prose.

The Dante Alighieri Society will always be grateful to Dr. Genovesi for his collaboration. His lectures were always presented in a stimulating and professional manner. There was never a time when he did not demonstrate his passion and dedication for Italian language and culture.

* Dante Alighieri Society - Carlton, Melbourne

People Matters: Invitation for Contributions

Please contact the Publications Sub-Committee - info@mltav.asn.au - if you would like to make a contribution suggestion for our new *People Matters* section. Appropriate articles for this section include:

- Notice of significant events relating to MLTAV Life Members;
- Notice of significant events relating to significant individuals within the Victorian Languages profession;
- Notice of a significant promotion within the Languages Profession;
- Notice of a significant retirement within the Languages Profession;
- Languages Award recipient celebrations.

People Matters

Retirement of Maree Dellora from the VCAA

Maree Dellora, the Languages Curriculum Manager at the Victorian Curriculum and Assessment Authority (VCAA), retired from the Department on Friday 8 May 2020.

During her long school career Maree has been a dedicated and committed teacher of Spanish and strong supporter and advocate for the teaching and learning of all Languages. Her language teaching experience in a number of high schools, gave her a great insight into the challenges that Languages teachers face and how to enable them to achieve the best outcomes for their students.

Maree further expanded her knowledge and skills when she became the Area Manager of the VSL Centres at Blackburn, Box Hill, Doncaster, Brunswick and University HS positions which she held for ten years. However, it was her contribution as the Languages Curriculum Manager at the VCAA that her expertise came to the forefront as she became the face of the VCAA for all Languages teachers in Victorian schools from the three education sectors.

DEAR MAREE

Congratulations!

On your retirement

From the MLTAV Committee and Members

Maree has been a long-term member of the Modern Language Teachers' Association of Victoria, Inc. (MLTAV) and served as a valued and active MLTAV General Committee Member for many years until a new 'conflict of interest' policy was adopted by VCAA which prevented VCAA staff from holding positions on Professional Teacher Association Committees.

Maree has been a regular, popular and extremely informative presenter at MLTAV Annual Conferences and was awarded a Certificate of Merit in 2007 at MLTAVs Diamond Jubilee 60th Anniversary Awards Celebration Dinner. Maree was presented with this Award for her outstanding contribution to Languages teaching in Victoria over an extended period, that has significantly influenced the pattern and quality of Languages teaching and learning in Victoria. It was also awarded to Maree for her active involvement in the work of MLTAV over an extended period.

MLTAV wishes Maree all the very best in her retirement and hopes that this new stage in life is everything she desires it to be. We know her connection with MLTAV will remain strong in both her commitment to the Association and to all of the colleagues and friends she has made through this network.

All the very best for the future, Maree!

* MLTAV acknowledges the Victorian School of Languages as a reference to this retirement message.

What's News in Languages Education

NEWS ITEMS

MLTAV 2020 Virtual Conference: REGISTRATION NOW OPEN!!

MIFF 2020 Schools Program Launch Webinar and FREE access for schools, Nationally

AFMLTA: National Languages Strategy and Plan: Project Update

University Funding for Languages

VCAA Curriculum and Assessment Review of CCAFL Languages

If you would like to make a content suggestion for this section of future editions of LV, please contact Kerry at the MLTAV Office info@mltav.asn.au

New 'What's New in Languages Education' Section of LV

With the revamp of Languages Victoria, and the removal of the National and International Sections, the MLTAV Publications sub-committee wanted to ensure that any important information pertaining to Languages Education was not omitted from thie 'new-look' publication.

This gave rise to the concept of a 'What's News in Languages Education' section.

In this section of Languages Victoria, we will endeavour to incorporate any news for which we should all be aware. Members may have already seen these news items via other news, media publications / platforms, however, the Publications sub-committee has deemed them to be of importance and therefore presented again in this Journal in case members may have missed it.
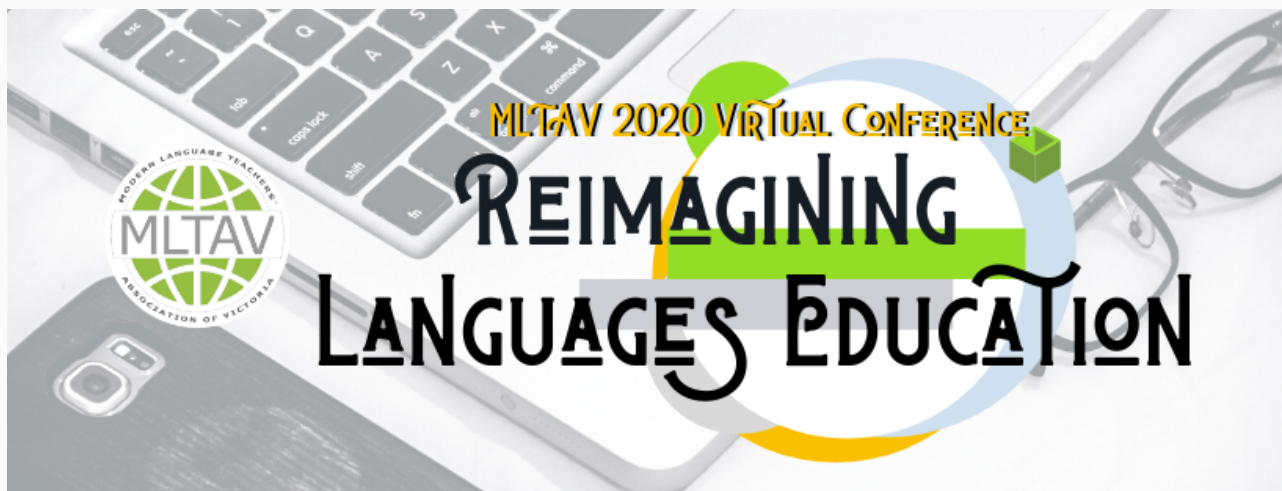
Announcing MLTAVs 2020 Virtual Conference

Reimagining Languages Education

About the Virtual Conference

The MLTAV Annual Conference has been reimagined……

We are excited to launch the MLTAV 2020 Virtual Conference:
Reimagining Languages Education!

This will be an innovative, accessible, adaptable and affordable Professional Learning opportunity to encourage teachers to explore and reimagine quality provision of Languages Education.

The virtual conference will be a series of online events including plenary sessions and many online seminar options.

Registration will give you access to the FULL PACKAGE of Professional Learning including:

- 4 online events including a Plenary Session & choice of 5 live seminars;
- 2 online networking and Commercial Member showcase events;
- Access to recordings of ALL Plenaries and Seminars.

For full details of the event, registration information and online registration link, as well as an online form to submit a presenter expression of interest, go to the **MLTAV 2020 Virtual Conference webpage.**

MIFF Melbourne
International
Film Festival

Enhance your students' language learning, intercultural understanding and media analysis with the 2020 MIFF Schools program.

MIFF Schools is an initiative by the Melbourne International Film Festival to enrich the cinema experience for younger viewers.

Given the exceptional circumstances in which we all find ourselves this year, the MIFF Schools program will be delivered online between September 3-17. MIFF is, for this year only, also pleased to offer the films in the 2020 Schools program **free of charge to ALL Schools**. This is extremely exciting as schools that may not have been able to access the program in the past, (for example schools from rural/regional locations), will be able to participate in, and engage with the program this year! MIFF is also happy for schools outside of Victoria register to access this year's program.

The program was chosen with a view to presenting high-quality, diverse films in some of the languages commonly taught in Victorian schools: **French**, **Italian**, **Japanese**, **Mandarin** and **Spanish**.

The MIFF Schools films are also selected for how well they address the Victorian Curriculum Learning Areas for **The Arts**, **The Humanities**, **Science** and **Languages**, with many of the films containing themes and issues relevant to the **Critical and Creative Thinking**, **Ethical**, **Intercultural** and **Personal and Social** capabilities. 2020 again sees the program representing parity between male and female directors.

Prior to the Schools program going online, the Modern Language Teachers' Association of Victoria (MLTAV), in partnership with MIFF, will:

• present a 'Program Launch' webinar to introduce, and showcase, the five programmed films on offer this year. It is free to attend this live Launch webinar to be held at 4.30pm on Thursday 16 July. Click here to register to attend the **FREE** Launch webinar;

• present **free Professional Learning webinars** for teachers on each of the programmed films. These online seminars will be jointly delivered by a film analysis expert and a language expert to give teachers additional resources, strategies and ideas for how to best incorporate an excursion to a MIFF Schools film with their classroom-based learning. Dates and full details about how to register for this year's free program and the informative teacher webinars will be provided at the Launch webinar on 16 July. This information will also be advertised widely via MLTAV publications, social media platforms, direct emails and through MIFF leading up to the 3-17 September when the films can be accessed.

Kate Fitzpatrick
Programmer

About MIFF

Established in 1952, the Melbourne International Film Festival (MIFF) is one of the oldest film festivals in the world and the most significant screen event in Australia. An iconic Melbourne event, the festival takes place annually in the heart of the city, presenting an acclaimed screening program alongside industry and celebratory events.

MIFF showcases the best in current cinema from around the world as well as retrospectives, tributes and discussion programs. Since its inception, MIFF has also been committed to **local film**: it is Australia's largest showcase of new Australian cinema and is the country's most vocal champion of emerging and established local filmmaking talent. The festival also hosts many celebratory world premieres of local films.

Project Update (from AFMLTA, News-in-Brief June Edition)

The Australian Government Department of Education, Skills and Employment has engaged the AFMLTA to undertake this project with key stakeholders, nationally. The purpose of the project is to develop a National Languages Plan and Strategy for languages education in Australia. The objective is to support the Australian government efforts to increase the uptake of language learning in schools. Teachers of languages in schools and community language programs are encouraged to participate in a series of 3 online surveys which will be rolled out through Semester 2. Survey data as well as a range of consultation processes will be used to inform development of the plan and strategy. The first survey will be launched early in Term 3 and promoted widely. You are encouraged to be involved to ensure your knowledge and experience contributes to this important project.

University Funding for Languages
(from AFMLTA, News-in-Brief June Edition)

Last week the Australian Government announced a new proposed university funding package, which includes new bands of disciplines for both funding and student contributions. The good news for languages is that it attracts high levels of government contributions ($16,500 per student per year) and low levels of student contributions ($3,700 per year). There is also encouragement for students undertaking all courses to consider adding or including a language in their study, for job-readiness. Teaching is also prioritised, with low student contribution rates.The changes are wide reaching, and more details are available here.

Figure 8 - New funding arrangement (2021 projected rates)

Commonwealth Contribution: 4 Clusters			
Cluster 1 **$1,100**	**Cluster 2** **$13,500**	**Cluster 3** **$16,500**	**Cluster 4** **$27,000**
• Law & Economics • Management & Commerce • Social Studies, Political Science & Behavioural Science • Communications	• Teaching • Clinical Psychology • English • Maths • Allied Health • Other Health • Architecture • IT • Creative Arts	• Nursing • Languages • Engineering • Environmental Studies • Science	• Agriculture • Medical • Dental • Veterinary Science

Student Contribution: 4 Bands			
Band 1 **$3,700**	**Band 2** **$7,700**	**Band 3** **$11,300**	**Band 4** **$14,500**
• Teaching • Clinical Psychology • English • Maths • Nursing • Languages • Agriculture	• Allied Health • Other Health • Architecture • IT • Creative Arts • Engineering • Environmental Studies • Science	• Medical • Dental • Veterinary Science	• Law & Economics • Management & Commerce • Social Studies, Political Science & Behavioural Science • Communications

VCAA Curriculum and Assessment Review of CCAFL Languages
(from VCAA Bulletin No. 59, June 2020 - Feature Story)

Supporting a world of languages

In a multicultural society such as Australia's, an important goal of education is to develop citizens who understand that cultural differences are an asset and that being open to new experiences can provide inspiration, empathy and understanding.

The study of a language enhances opportunities for active participation in a multicultural world. Learning another language provides a lived experience in understanding how people value cultures, languages and beliefs, and how they form identity. In the process of engaging with people from other cultures, students adapt their own world view. Through the study of an additional language, students develop skills and knowledge to understand new perspectives and apply open-mindedness in all areas of their lives.

We support the study of languages by providing 48 language studies in the VCE, VET Certificate III in Applied Languages and F–10 curriculum and assessment support.

Many of the languages offered at Year 11 and 12 have very small numbers of students in any one year, so we work with other states and territories across Australia to provide the widest range of senior secondary languages in the world. Languages with fewer enrolment numbers, or 'small candidature languages', are organised through a national program called the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which has been serving the community for two decades. The CCAFL Languages offered in the VCE in 2020 are:

- Armenian, Auslan, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Sinhala, Serbian, Swedish, Tamil, Turkish, Yiddish

The curriculum and assessment for these languages is being reviewed and stakeholders will be invited to offer their views on the new curriculum and assessment directions when they become available for consultation. Further information will be provided during 2020 and 2021.

For more information on languages provision, contact Catherine Bryant, Acting Curriculum Languages Unit Manager: **bryant.catherine.l@edumail.vic.gov.au**.

Reviews

Podcast: We Teach Languages

Website: https://weteachlang.com

Producer and host: Stacey Margarita Johnson

Reviewed by Elena Pirovano

Overview: We Teach Languages is a podcast about language teaching at all levels of education, from kindergarten to university. In each episode, the host discusses a particular theme, usually with a language teacher, or presents a particular topic. To date there are about 140 episodes available, I believe there is something for everyone's interest. The website provides a brief presentation for each episode, a link to the recording, sometimes a transcription and some extra-details.

Some podcast that I found interesting:
Tech tools for the language classroom with Heidi Trude;
Teaching Languages to students with disabilities with Cheyenne Staten and Julie Glosson;
Who should be talking in the language classroom?
Teaching listening with Gianfranco Conti (MLTAV guest in 2018).

Why I like it? The conversation is quite informal, it feels like being in a conversation with an experienced colleague. At the same time the topic is usually discussed thoroughly, and the conversation is often on practical aspects of teaching that can positively influence teachers' everyday practice. The host is in the US therefore I find it interesting to compare our two school systems and to get new (and less new) ideas from a different context.

One of my favourite episodes: I truly enjoyed listening to episode 132 "Language ideologies and translanguaging" with Emma Trentman (https://weteachlang.com/2020/01/24/132-with-emma-trentman/). I believe that as language teachers we are urged to consider new approaches rather than the traditional monolingual perspective in our language classroom, especially considering the great linguistic and cultural diversity of our students. This discussion could be a good introduction to reflecting on how to include the linguistic knowledge and experience of our multilingual students in our language classrooms.

Reviews

Books

Collaboration can find space at many different levels of Languages teaching. The following books offer practical ideas, discuss pedagogical and theoretical issues, offer multiple perspective on the meaning of collaboration in the Languages classroom.
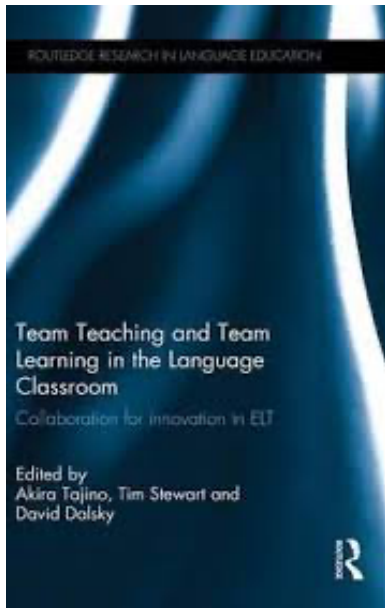
The focus of this book is to explore the role of collaboration in team teaching, where all the components, teachers and learners, are collaborating and learning from each other.

The book is organised in three sections: Section 1 introduces the idea of collaboration as a 'learning space' for teachers. Through collaboration, Languages teachers can achieve more than working individually, share ideas and learn through teamwork. Therefore the expression 'team learning'. Section 2 presents examples of teaching collaboration in different contexts such as interdisciplinary collaboration between the Languages teacher and other subject teachers. Section 3 proposes to go beyond collaboration to demonstrate innovation practices in Languages teaching (with an interesting article on peer mentoring for beginner teachers).

Team teaching and team learning in the language classroom. Collaboration for innovation in ELT, edited by A. Tajino et al., Taylor & Francis Group, 2015.
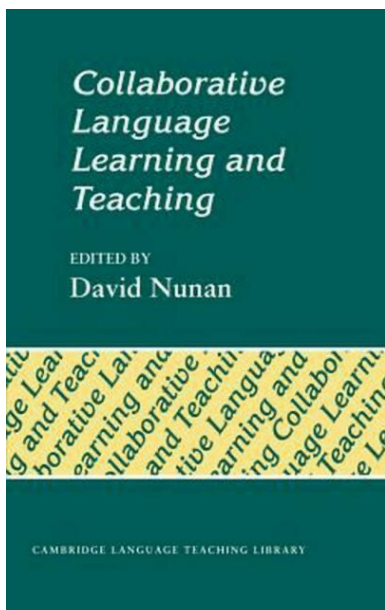
A classic by David Nunan on the power of collaboration between teachers, teacher educators and researchers in experimenting with innovative teaching practices and learn from each other. Some chapters focus more on the theoretical foundations of a collaborative approach to teaching whereas others provide practical ideas of collaborative teaching and cooperative learning to be directly experimented in the classroom. Although the focus is on teaching English as an additional language, many ideas could work in additional language classes too.

Collaborative language learning and teaching, edited by David Nunan, Cambridge University Press, 1992.

Lost in Translation

How many times you couldn't find the right word in your language for 'that' specific concept? How many times you got surprised by a funny sound, a weird word, a new idea in your language? How many times you got lost in translation? Let's have a bit of fun…

If you find something 'funny' about languages, translation, words…please share it with us!

So, how do you translate Diesel Fuel and No Smoking in Arabic?

It would seem that someone took the instructions for this tanker a little too literally

For the full story, visit:
https://www.theguardian.com/world/shortcuts/2012/feb/08/diesel-fuel-no-smoking-arabic

MLTAV

Languages Victoria: submission guidelines

Version 1 - 2020
11 May

Languages Victoria is the periodic journal of the Modern Language Teachers' Association of Victoria, Inc. (MLTAV) and is published bi-annually. Financial members of the Association receive Languages Victoria as part of their membership subscription.

Contributions

LV welcomes contributions from all Languages educators - whatever your role, location or school sector. If you're interested in making a contribution, here's a quick guide.

Audience:

MLTAV current Financial Members. Complimentary access to the electronic editions is provided to:

- SLA Presidents
- AFMLTA
- National Library (requirement);
- Informit (copyright).

Target to keep in mind for article contributions: Early Years Languages educators, primary and secondary Languages teachers.

Content:

- Teaching resources: units of work, CLIL units of work, assessment, planning, scope and sequence documents, collaborations, units of inquiry, or any other material created by the teachers (not more than 2,000 words however, this is flexible)
- Methodology reflections or informative articles (not more than 1,500 words – however, this is flexible)
- Books/articles reviews (not more than 1,000 words – however, this is flexible)
- Blog/website/TED talks/Podcast suggestions and reviews (not more than 500 words – however, this is flexible)

Formatting requirements:

Please provide your article as a word document (.docx) and include:

- Title/sub-headings
- References (if applicable)
- Short bio (about 50 words)
- Images/artwork/photos as high-res (.jpg, or .png formats only). Provide also written confirmation of appropriate permission/s.

We strongly encourage that contributions are proofread by a colleague before submission.
Submitting an article does not guarantee that it will be published.

JUICE BAR

NEW Resource Package to support language learning in the Early Years

The resources are available in the following 14 languages:

- Arabic
- Chin Hakha
- Chinese
- English
- French
- German
- Greek
- Hebrew
- Italian
- Japanese
- Karen
- Punjabi
- Spanish
- Vietnamese

The resources are based on a story called Juice Bar and introduce children to words and phrases for:
- names of animals and fruits
- saying 'I'm hungry' or 'I'm thirsty'
- expressing likes and dislikes
- politely making requests and saying 'thank you'.

The resource package for each language includes:
- an animated clip of the story including audio
- a PowerPoint of the story with audio
- a printable story book (.pdf)
- printable posters and image cards with/without text
- a Teacher Guide with ideas for using the resources in the Early Years

These NEW resources complement the existing Juice Bar Units of Work for F-2 students
Available here

Watch this clip for a brief introduction of how to access the resources

Click here to access the FREE resource packages on FUSE

This project was supported by the Victorian Government

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.

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

www.mltav.asn.au