Modern Language Teachers' Association of Victoria, Inc.

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LANGUAGE TEACHING AND LEARNING THROUGH STORIES

LANGUAGES VICTORIA

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FROM THE PRESIDENT

WELCOME TO LANGUAGES VICTORIA.

As a professional teaching association we have much to celebrate. This year will mark the 75th anniversary of our association. For this reason, we as a committee thought it would be an excellent idea to celebrate this event with a special dinner at the conclusion of the MLTAV State Conference scheduled for Friday 2nd December. It will be a night to celebrate the achievements made in Languages education and to confer awards to members who have made significant contributions to the Languages teaching profession. We warmly welcome you to attend this auspicious event which will be a truly memorable occasion.

The MLTAV is extremely proud of its heritage and grateful to all those who, from its inception in 1947, have given their time and shared their expertise, experience, passion and drive. This ongoing commitment ensures that the teaching of Languages continues to be a core element of the curriculum, providing great educational, professional and personal opportunities for all learners.

MLTAV Conference & Anniversary Dinner

Reconnecting and Reimagining: The future of Languages education

Friday 2 December 2022
Venue: Novotel, Collins St Melbourne

Book this date into your diary for a great day of reconnecting and reimagining the future of Languages education!

8.45 - 4.30: MLTAV Conference
4.45 - 5.30: MLTAV AGM
6.00 - 10.00: 75th Anniversary Dinner

Call for papers and online registrations opening soon!



VICTORIA State Government

Language teaching and learning through stories

Jaclyn Curnow, Dolly Gerges, Felix Siddell, Elena Pirovano
Publications sub-committee

Welcome to the first issue of Languages Victoria for 2022.

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

In this issue we collected experiences on how teachers use stories in their teaching practices. We are also excited about sharing the language journey of our youngest learners in Early Childhood centres through some digital stories.

In the **People Matters** section, we remember Michelle Joseph (1980-2022) and her passion, leadership and advocacy for Languages education, sadly interrupted too early.

In this issue we collected experiences on how teachers use stories in their teaching practices.

In the **Review** section we are sharing a review of one of MLTAV recent Professional Development. We hope this will inspire other Languages teacher to get involved in the variety of PL experiences planned for the rest of the year.

Finally, thank you to all MLTAV Commercial Members for their continued support of the association.

In Languages Victoria, MLTAV members can find news, resources and reviews to support their teaching practice. Since 2020, a new journal concept aims to encourage members to become protagonists through contributions that showcase, advocate and champion ideas from their own practice and experience.

Most of the content of LV is written by Languages educators for Languages educators. We hope that LV will become your space, your voice, your journal, now more than ever!

If you would like to contribute an article or a review, please contact us at info@mltav.asn.au. We would love to hear from you!



DIGITAL STORIES: EARLY CHILDHOOD LANGUAGE PROGRAMS IN ACTION

By Yvette Slaughter and Kylie Farmer, MLTAV Executive Members

There are many benefits to learning languages at all ages. For young children, language learning can improve overall literacy and understanding of how language in general works, as well as increasing cognitive flexibility, bolstering self-esteem and wellbeing, and strengthening cultural identity. In recognition of these benefits, in 2019, the Victorian government introduced the Early Childhood Language Program (ECLP), which now operates in over 180 Early Childhood (EC) centres. In the ECLP, children play and learn through a language other than English for between 3 and 15 hours per week. There are over 15 languages offered in this pioneering program, including Arabic, Auslan, Chin Hakha, French, German, Greek, Hebrew, Hindi, Indonesian, Italian, Japanese, Karen, Mandarin, Punjabi, Spanish, and Vietnamese. Victorian Aboriginal languages programs include Bangerang, Gunai/Kurnai, Peek Wurrung, Woi Wurrung and Yorta Yorta, with community consultation underway for the inclusion of further Aboriginal languages of Victoria.

The teaching of languages in the ECLP is play-based and underpinned by seven guiding concepts which have been identified to assist in the planning, development and delivery of the Early Childhood Language Program. These concepts draw best practice principles from research into language learning in the early childhood context and are tailored to the needs of young children in play based early childhood settings. In the table following, each guiding concept is accompanied by a short explanation and set of reflective questions to guide teaching practices. As language teachers, you will be familiar with the concepts and ideas as you read through the table, although teaching in a play-based program with 4-year old's is quite different to classroom-based teaching!

GUIDING CONCEPTS	EXPLANATION AND REFLECTIVE QUESTIONS
1 Frequency matters	***Children learn what they hear most (repetition)*** *- Programs should focus on language children can engage with, respond to and use in the preschool context. • Have I identified key phrases that can be used regularly as part of daily routines? • Have I planned for children to have multiple opportunities to hear and engage with key language? • Can I use resources in a range of different ways to increase frequency of engagement with key language?*
2 Link to interests	***Children learn words and phrases for things and events that interest them*** *- Language learning is enhanced when we draw on children's interests. • Am I observing and responding to children's interests as I plan experiences? • Am I identifying opportunities to connect language learning with children's interests?*
3 Keep it interactive	***Interactive and responsive contexts promote language learning*** *- Opportunities for interaction, including conversation, actions, gestures and appropriate resourcing, are more conducive to language learning. • Am I looking for opportunities to maximize interaction? • Is the key language I am using and modelling facilitating interaction? • Are the resources I am using encouraging interaction? E.g. puppets, repetitive stories which encourage children to participate in co- reading the story, setting up play spaces which encourage interaction and use of target language.*
4.Make meaning clear	***Children learn words and phrases best in meaningful contexts*** *- Children make stronger connections with language when they can engage with it in a meaningful way. Consideration needs to be given to the choices of language across various early childhood spaces. • Is the meaning of the language I use clear to children? • Can I support clear understanding with the use of visuals, gestures, intonation, context, props and other resources? (and avoid the need for translation)*
5 Diversity of input	***Children need rich input*** *- Diversity in linguistic input fosters rich language outcomes. This includes exposing children to a range of words and language structures. • Do I expose children to a range of words and language structures through my interactions with children? • Do I use a range of resources to provide multiple opportunities for language input? (including multi-modal)*
6 More than words	***Vocabulary and grammatical development support each other reciprocally*** *- Children rarely learn new words and their meanings in isolation. Children use linguistic cues such as sentence context and visual input, among other variables, to inform their understanding of possible meanings for new words. Neither words nor grammar should be taught predominantly in isolation. • Do I provide children with opportunities to engage with phrases in the target language (not just a list of words) • Do the resources I use include opportunities for more than word- level only input? (i.e. Not just single word flashcards but stories, songs etc. which provide rich contextual information and structures)*
7 Language and culture are intertwined	***Language and culture are interconnected and need to be understood in relation to each other*** *- The culture we are living in influences the ways we say and do things. As we engage with other languages and cultures we also begin to understand more of our own language and culture. Neither can be understood in isolation of each other. • How am I representing culture in my program? • Am I moving beyond culture as a 'body of knowledge' and embedding perspectives that recognise culture as the way in which people live their lives and communicate meaning with each other? • How am I helping children understand themselves in relation to their own cultures and to other cultures?*

As part of the Early Childhood Language Program (ECLP) Quality Support Program, which offers ongoing professional development for teachers in the program, a collection of digital stories has been created. These showcase a range of programs and provide insights to the ways in which the Guiding Concepts bring languages to life through play. Click on the images below to view each of the digital stories in these amazing programs.



Auslan at Maroondah Pre-School



Chinese at Pascoe Vale Uniting Kindergarten



Greek at Alphington Grammar School ELC



Italian at Merrilands Kindergarten



Japanese at Sunnyside Kindergarten



Peek Wurrung at Warrnambool Kindergartens



Punjabi at Tarneit Central Kindergarten

Following on from this article is a wonderful series of reflections from Jaclyn Wale who is involved in the French language program at Mansfield Kindergarten.



SUPPORTING CHILDREN'S LEARNING AND DEVELOPMENT THROUGH LANGUAGES

By Jaclyn Wale, French Teacher, Mansfield Kindergarten

The reflections below have been written by Jaclyn Wale, the French teacher at Mansfield Kindergarten. They are based on observations from her first three months of introducing French as part of the Victorian government's Early Childhood Language Program (ECLP). The comments are connected to the five outcomes of the Victorian Early Years Leaning and Development Framework (VEYLDF) which provide early childhood professionals with concepts to support children's learning and development.

1. CHILDREN HAVE A STRONG SENSE OF IDENTITY (IDENTITY)

'Identity is aligned with belonging'. Learning additional languages helps children understand culture and the importance of language in culture. One of the Kinder teachers at my service regularly tells me that children often ask her to 'say it in Jackie's language'. They are interested and engaged in learning French and even though many cannot name the language we are learning, they recognise the importance of languages in general. I quite often answer questions about why and how I learned an additional language and ask children about their own families. There are a couple children at our service from diverse cultural backgrounds and I often ask these children about words in their own language in front of other children so they learn that language is a part of identity. While speaking to one child, I found out that the word for teeth is the same in French as it is in her language. The word 'dent' connects us and she often points to her teeth and says the word when she sees me. This shared identity between us helped me build a relationship with her and model these kinds of cultural conversations to other children. I want children to feel connected and contribute to their kinder world by being involved in learning French so I make sure that I get to all the children in each session even if it is just for a greeting and a small interaction because not all children come to me for our playtime activity or fully engage in all intentional teaching activities.

2. CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD (COMMUNITY)

'Children that are strongly connected participate in shared routines.' One of the things that I noticed over the first term at the kindergarten is that children quickly stopped saying things like: 'why do you talk like that?', 'talk in this language' or 'you need to talk like me'. Children have adapted to the routines around our French sessions and participate fully. When there are children that are a little less engaged, I will to go to them, engage with them in something that they like and try to integrate the learning with something that interests them. To do this, I have to be creative and adaptable. An example would be, after my table activity is finished, I will take note of which children did not choose to participate and then go to them and play with them in whatever activity they are choosing. One day, this brought me to the lego and duopolo corner where some boys and I built objects while I pointed out the colours and shapes of our blocks and taught them a couple words or phrases they were using in French for their game. I find this an effective way to connect all children to our French language learning community.







3. CHILDREN HAVE A STRONG SENSE OF WELLBEING (WELLBEING)

The language educator can promote wellbeing by engaging with children and helping them develop social skills. Because my program focuses on singing songs, playing games and doing activities, there is an element of teaching developmental skills involved. I brought in charades cards one day to play outside with children to teach them a variety of words like animal words and verbs. None of the children had ever played before so as each choose a picture, I would model how to act it out and then the children would guess. Once we got it, I would tell them the vocabulary in French and have the children repeat it. This was a very popular game and over time, many children have figured out how to play, how to wait for their turn and get excited about working out what the child is acting.

I am involved in the regular routines of Kinder, so I integrate French into normal interactions that foster wellbeing. I often spend time at the trampoline and count with children while they jump or ask them to jump to a particular shape or colour that is displayed in the trampoline. While there, I also facilitate turn taking and remind children about the rules of safety and asking if they would like a turn. I am becoming a well-known member of the Kinder community and children often ask me for help or to come and play with them.

I help with conflict resolution when I see it and work closely with the other educators to ensure that the wellbeing needs of all the children are being considered. An example is when I was playing with a couple of children and one child became very angry and started yelling and crying. I spoke to him in English and used my skills as a teacher to de-escalate his behaviour and help him calm down. In this exchange he told me he was feeling angry. Later when we were doing mat time, I taught the children how to say 'I am angry' in French when we were going over greetings. Since this incident, I have been teaching a phrase for a feeling each session as this is also linked to learning they are doing in English at the moment. So far, we have learned quite a few including 'I'm hungry' after reading the Hungry Little Caterpillar in French.

4. CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS (LEARNING)

Language learning 'encourage(s) children to be curious and enthusiastic'. Children are very effective communicators and they respond well to modelling and repeating and to think aloud opportunities. Languages allow for a lot of learning opportunities and the learning can be structured around their play and routines so that the learning is natural and not forced. I like to make my activities structured but allow for open elements, much like a 'play as work' structure. An example is when I made an activity to go with The Hungry Little Caterpillar. I used a caterpillar puppet and little fruit toys and had children make patterns and pretend to have the caterpillar eat the fruit. As they played, I walked around the table and said the names of their fruits in the patterns and taught them phrases like 'I'm hungry' and 'looks delicious'. The children really enjoyed the imaginary play element and I got different children choosing that activity then those that choose to join in some of my more structured games.

5. CHILDREN ARE EFFECTIVE COMMUNICATORS (COMMUNICATION)

Language learning is fundamental to identity, belonging, wellbeing and of course learning. Language is the key to human society. Our ability to effectively communicate is key to success in life. Additional language learning supports the learning of a child's maternal language by helping them understand the relationship between sounds and words and the use of symbols and gestures in communication. Additional language learning is also linked to improved problem-solving skills and critical thinking skills. I see this happen every day. If I say something to a child in French, I often see that child's mind reasoning to work out what I am saying. They use context, my gestures and any similar words they know to work out what I am asking or saying and then often respond in English, by using gestures or sometimes with words in French. It is amazing the way that their minds fill in those steps so they are able to respond and engage effectively with French.

THE MOTIVATIONAL PULL OF STORYTELLING

By Monique Francis, Japanese Teacher,
FCJ College & St Joseph's Primary Benalla

HOW DO WE ENCOURAGE LIFELONG LANGUAGE LEARNERS?

Motivated and engaged language learners spontaneously and joyfully using Japanese...it's like the Holy Grail right? Well like Harrison Ford I too went digging to try and uncover this coveted treasure. My hunt led me to explore the Self Determination Theory and the impact autonomy, competence and relatedness have on intrinsic motivation. With more digging I discovered the TPRS approach (Teaching Proficiency through Reading and Storytelling) which focuses on maximising targeted and comprehensible language by co-creating class stories. I was intrigued by the student-centred nature of the approach and high levels of engagement it fostered. However, what I was not expecting was the additional bonus of a surge in my own motivation as a teacher.

THE SELF DETERMINATION THEORY

The Self Determination Theory (Ryan and Deci, 2000), explains that we can increase intrinsic motivation by meeting the three basic psychological needs of autonomy, competence and relatedness, and that these are the nutrients needed by every learner to be actively and positively engaged in learning.

Autonomy: refers to giving choice, ownership and self-direction

Competence: is the student's perceptions about their ability to succeed

Relatedness: refers to the student's sense of belonging, support, inclusion and connectedness

Activities that meet these needs can move students from extrinsic to intrinsic motivation. Lichtman (2015), found that TPRS is as effective, or better than other approaches. TPRS is highly potent as it reduces the 'affective filter' that causes anxiety in language learners.

WHAT IS TPRS (TEACHING PROFICIENCY THROUGH READING AND STORYTELLING)?

We can break down the TPRS teaching method into three major steps:

1. Select target structures and establish meaning. Assign a gesture to assist with comprehension

2. Guide students in the co-creation of a story using these target structures. Use student actors to reenact the story

3. Give your students a reading that uses the target structures.

The beauty of TPRS story creation is that it's authentic language use. When I co-create a story with my students, I am talking WITH the students, not AT the students. Together we are collectively creating a new narrative. It's a conversation. This storytelling process is reminiscent of how I taught my own children to speak- by modelling, rephrasing, praising attempts and ignoring errors until the language was strong and healthy. Since discovering TPRS, I am trying to be more of a 'language parent', rather than a language teacher. I do this by striving to create a safe environment where errors are encouraged. Rather than being discouraged by student error I have started to embrace it. I love student error because I no longer see errors as a sign of students not paying attention to what I am teaching, or a sign that I have somehow not explained something well enough. I see errors for what they actually are - an indication that students need more input of that language. Nothing more. Nothing less. Student error writes my lesson plans because I know what input I need to provide next.

In addition, TPRS allows students to develop strong relationships with the teacher and also with their classmates. It allows the teacher's personality to flourish. The overwhelming change I have noticed is that there is more joy in our classes. I am happier and my students seem happier too. When we are creating a unique, crazy story about things of interest to the student, we enter a state of 'flow' and the students forget they are speaking Japanese. They are immersed in the story and not thinking about the language.





Readers Theatre: Student actors reenacting the co-created narratives

WHAT THE STUDENTS SAY: WHAT DO YOU LIKE ABOUT CREATING AND READING STORIES?

AUTONOMY	COMPETENCE	RELATEDNESS
"We can be very creative and funny'	*"It's easier to learn"*	*"I like that everyone puts in weird or fun sentences"*
"We get to write the stories so they're usually about things we want to talk about"	*"It is fun to make our own stories because we can use as much or as little Japanese as we want showing our level of understanding"*	*"I like how we can all contribute"*
"The fact we can make it whatever we want to a degree"	*"They are funny and made up so they are easy to remember"*	*"We can use our imaginations and some of the class makes it funny"*
"How different all of the stories are and they aren't really ever the same"	*"I get a buzz. It makes me what to do more, get better"* *"I really like acting out and using stories because it makes it easier to understand and makes class fun"* *"They (the stories) are fun and I can always understand"* *"That I can listen to stories in Japanese and I understand the words"*	*"It's fun and enjoyable"* *"It doesn't feel like we have as much pressure on you and you engage more with other people"*

In conclusion, TPRS meets the needs of the Self Determination Theory of autonomy, competence and relatedness. It is seen as highly motivating from the student's perspective and confirms findings from second language acquisition research. The teacher's needs for these same basic driving forces for motivation are also clearly met. Strategies that motivate both student and teacher IS the Holy Grail. TPRS is an approach that can uncover a map to the hidden treasure.

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RESOURCES TO SUPPORT STORYTELLING APPROACHES IN LANGUAGES CLASSROOMS



By Jenny Peck, Manager / Librarian, Languages and Multicultural Education Resource Centre LMERC

The Languages and Multicultural Education Resource Centre (LMERC) library specialises in providing resources in all formats for English as an Additional Language (EAL), languages and the cross-curriculum priority areas.

LMERC holds thousands of educational and practical resources informed by Communicative Language Teaching principles. Materials are available to support educators to deliver lessons utilising storytelling approaches that also incorporate movement and gesture.

Resources for loan include reference texts (hardcopy and eBooks), units of work and kits that draw on approaches such as Total Physical Response, Process drama and Teaching Proficiency through Reading and Storytelling (TPRS). Many of the resources and kits include activities and or props that encourage and employ kinaesthetic, tactile, visual, verbal and auditory actions and interactions. In the eBook available from LMERC, *Process drama for second language teaching and learning: a toolkit for developing language and life skills*, the authors highlight that 'when students are experiencing learning in embodied, multisensory ways, the learning is being tagged in the memory across multiple areas of the brain and this helps students to recall the learning.' (Baldwin, Galazka 2021)

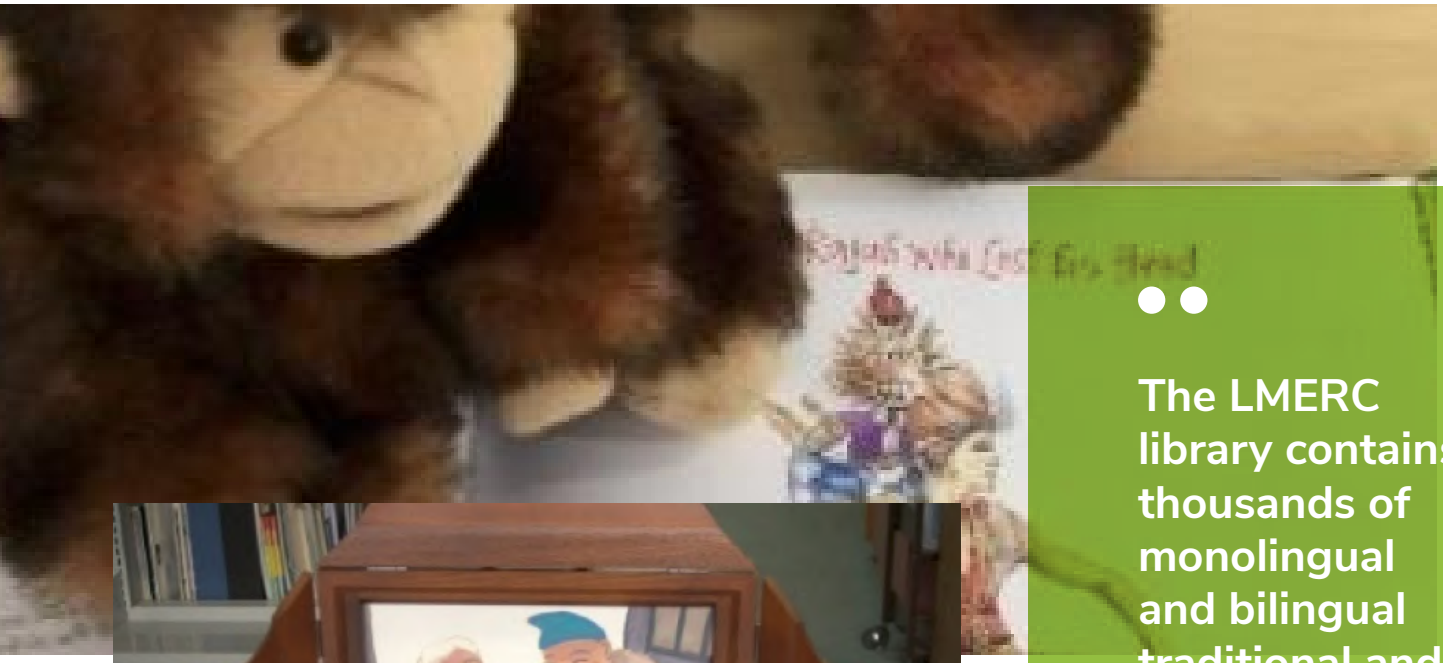


Incorporating the cultural and intercultural aspects of storytelling into languages lessons through traditional stories and props, puppets or techniques is also an avenue that can be explored with LMERC resources. The Japanese Kamishibai theatre with story cards (precursors of anime/animation) or the traditional Indonesian shadow puppetry theatres and puppets - Wayang Kulit kits are just two examples. The library has multiple sets of these as well as scripts and related stories from the Ramayana and or other traditional legends, fables and tales. LMERC staff have created three language teaching puppet kits for Indonesian around the Kancil trickster tales. The LMERC puppet or theatre kits are supplemented with teacher guides, lesson plans and picture cards or books in the target language and/or English.

Diana Duimovich, a teacher of French who also runs library sessions at the bilingual/binational school, Caulfield Junior College, recently borrowed a range of Japanese resources to create engaging displays of traditional cultural decorations, clothes, games and objects providing interactive experiences for her students. The students learnt about the Japanese storytelling tradition of kamishibai as well as other narrative forms from Japan such as *haiku* and *manga* with an introduction to some Japanese language. The students took turns to be storytellers/speakers and listeners and to experience playing with traditional toys and clothes. Diana told us that 'it was a very successful interactive display. Many children were heard to say that it was their favourite library time of all'. She added that she would be back looking for othercountries' storytelling traditions to highlight.



Sari Newton, the Indonesian language teacher at Bayside Christian College in Langwarrin has borrowed the *Kancil* tricks the crocodiles puppet kit (pictured) several times over the past few years to deliver a unit on folktales to Prep to





The LMERC library contains thousands of monolingual and bilingual traditional and contemporary stories in over 70 languages.

Year 2 students in her school. She reported to LMERC that 'the students loved the props as it brought the story of Kancil and the crocodiles alive. Furthermore, it has helped the younger students to visualise what a kancil and a banana tree look like.' On occasions where Sari has been unable to use the props, she showed students pictures on the internet. However, the response and the level of engagement received from students was lower compared with when they could personally touch and see the items. Sari says that due to the high level of engagement of students using the kit with puppets, she was also able to integrate a lesson on numbers and colours as part of this unit of work.

The LMERC library contains thousands of monolingual and bilingual traditional and contemporary stories in over 70 languages. Stories are available in all formats including eBooks, big books, audio, picture books and short story anthologies. Larger collections are available in many languages taught in schools. Smaller collections are also available in many community languages. These stories, whether traditional or contemporary, may offer a foundation or springboard for students to retell stories, develop scripts, to co-construct with the teacher while also collaborating and negotiating with classmates, creating opportunities for rich classroom dialogic talk. Additionally, over 30 animal and people hand and finger puppets and puppet kits are available for loan that can be used for daily communication or to aid the dramatisation of a multitude of contemporary and traditional stories by teachers or students.

LMERC staff will assist borrowers to match stories, puppets, games and props to the themes in the units of work they are planning, or that contain the relevant vocabulary or language features being taught. Some stories, puppets and props could also be vehicles for extending cultural understanding and intercultural capabilities.

Membership to LMERC is free to educators working in schools across all sectors. Register on the library homepage. Request resources via the catalogue or by contacting staff by email.

EXAMPLES OF LINKS TO THE CURRICULUM

Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions (VCRAC040), Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events (VCIDC023), Participate in shared reading and play-acting, and respond through singing, chanting, action and movement (VCRAC006)

QUICK LINKS TO RESOURCES AVAILABLE AT LMERC MENTIONED IN THE ARTICLE:

- TPR,TPRS, Intentional Teaching Gestures, Action language
- Puppets
- Kamishibai theatres and related resources

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SCAFFOLDING WRITING USING VISUALS

By Andrea Truckenbrodt, The Academy of Teaching and Leadership

INTRODUCTION

Current understandings of the importance of providing students with tasks within their Zone of Proximal Development (Vygotsky, 1978; McLeod, 2018) suggest that this will support learning growth. Scholars working within the EAL/D context have indicated that we should be aiming for high challenge and high support in our tasks to maximise student engagement (e.g. Hammond, 2006) and unpacked the key principles underpinning 'support' (e.g. Gibbons, 2015). Within the Languages space, Conti (Smith and Conti, 2016) and others remind us of the link between student efficacy and student motivation; if a student feels they have the knowledge and skills to complete a task, they are more likely to actually do it. Pulling these threads together suggests that as Languages teachers we need to design ambitious tasks for our learners but also to ensure that we scaffold their learning to optimise student success.

This article describes a sequence of learning activities that scaffold students' creation of a written text based on a sequence of visual images such as a wordless picture story book, cartoon pictures, even a related series of artwork pieces such as McCubbin's triptych *The Pioneer*. The aim of the paper is to showcase how scaffolding writing in an additional language classroom might look, remembering that scaffolding is necessary (the job couldn't be done as well or at all without it) and is only intended to be temporary.

PEDAGOGIC THINKING

Models of teaching writing (e.g Gibbons, 2015; Herzberg, 2012; Dept of Education WA, 2013) typically contain multiple stages which may include elements of building the field, text analysis/deconstruction, modelling, joint text construction, culminating in independent text production. In essence, the various writing models represent different ways of scaffolding students in the task of writing a piece of text. One of the key elements to be addressed for language novices is the 'building the field' stage. In my view, the preparation done before writing the text is crucial because it sets learners up for success.

The 'building the field' stage of writing is intended to activate any prior knowledge students have about a topic (content knowledge), language (potentially relevant vocabulary and grammar knowledge) and literacy (e.g. knowledge about the text-type or genre) and for learners to undertake activities which help them acquire some of this knowledge. For example, making pancakes together with the class as a preparatory activity prior to writing a procedural text or recount would be an example of a building the field activity.

In the learning sequence described below the first five activities (A – F) help students build up some of the requisite knowledge including the target language prior to producing a written text. Through these activities, students are introduced to and begin to use potentially new and relevant vocabulary, use visual materials to create a possible schema for their text and then jointly construct a simple but coherent version of the text, supported by sequenced images. This learning sequence is intended to empower students so that they make only judicious and limited use of dictionaries and Google translate.

LEARNING SEQUENCE ORGANISATION

The learning sequence described below includes teacher notes which describe a series of possible learning activities intended to support students to create a target language (or multilingual) text. They are listed in the left-hand column and reflect a gradual building up of text through engagement with smaller parts of language (words), to sentences and ultimately paragraphs. Further, students transition from the oral mode to the written mode, and from working collaboratively to potentially working independently.

The middle column describes some of the potential first language literacy links teachers and students can make to assist learning. The third column describes possible ways of modifying tasks to provide additional support or extension options to address the diversity of student needs typically represented in Languages classrooms.

LEARNING SEQUENCE	LITERACY LINKS	DIFFERENTIATION OPTIONS
A. Word Sort Activity		
1. Identify up to 15 key vocabulary items that a writer could use to describe the images in the picture sequence. Choose a range of part of speech and a combination of known or guessable vocabulary and unknown but important vocabulary items. 2. Students work in trios or pairs sorting the vocabulary into different groups or categories. 3. Groups share and justify their categorisation, the meaning of unfamiliar vocabulary is explained at this point.	Building the field stage of the writing process where students activate prior knowledge of the topic and associated language knowledge. Students start to learn some new important vocabulary that will support them in subsequent tasks.	• the quantity of vocabulary • the choice of vocabulary items • linguistic support (e.g. pinyin. Romaji, English, synonym, picture)
B. Prediction activity		
Students analyse the words and make oral predictions around what a text using these words could be about.	Learners create a possible text schema and also begin to connect the vocabulary items semantically.	• students could work in pairs or trios or as a whole class
C. Text creation		
1. Students create a short text using as many of the vocabulary items and any other necessary vocabulary items. 2. Pairs of students come together to compare their texts and create a common text, incorporating elements of both texts or refining one of the texts. 3. Each group of four shares their final text and the class discusses the similarities and differences.	Learners use the vocabulary syntactically to create a possible text. They work collaboratively using all of their linguistic knowledge and resources in a low stakes, short writing activity. Students have multiple opportunities to say, hear, write and read the key vocabulary necessary to describe the cartoon text. The teacher could use the modelled or shared writing techniques when creating the text.	• teacher acts as a scribe for students who need support creating text • students could be given a cloze text written at an appropriate level for them and their task is to supply the missing vocabulary items to complete the text • the text created is open-ended and can be as simple or sophisticated as students want

LEARNING SEQUENCE	LITERACY LINKS	DIFFERENTIATION OPTIONS
D. Picture Sort Activity		
1. Students work in groups to sort the pictures into a sequence they think makes sense. 2. Groups describe and justify their sequencing. 3. Students discuss the ccuracy of their predictions in previous activities.	Learners create a possible text schema and metacognitively discuss text cohesion (discourse competence).	• students work with their entire linguistic repertoire (target language, English, home language/s)
E. Picture description		
1. Students work in pairs or groups and use the vocabulary cards from the **Word Sort Activity.** Their task is to place each card next to an image where the vocabulary item could be used to describe that image. 2. Students create sentences in the target language using the vocabulary items.	Learners revisit the vocabulary learnt previously (multiple exposures) and transfer this knowledge to a new context. Learners collaboratively create (simple) sentences (syntactic processing) using the focus vocabulary related to the picture sequence.	• open-ended task that can be done at different levels of linguistic complexity • the sentence creation task can be completed orally or both orally and in writing
F. Genre/text-type revision (Option 1)		
1. Provide students with a graphic organiser with the structural elements of a particular genre or text-type. 2. Students write notes about each element based on the picture sequence.	For example, a narrative text might have the following sub-headings: *Title* *Orientation* *Initiating event* *Problem Complications* *Moral*	• students work with their entire linguistic repertoire (target language, English, home language/s) • students can work collaboratively or on their own for this task
G. Text Creation (Option 1 continued)		
Students create a refined text in the target language in a particular text-type, for a specific purpose and audience.	Scaffold the writing process: draft > feedback > edit > feedback > proof-read > publish.	• students can work collaboratively or on their own for this task • students work on one element of the text-type at a time and get feedback before completing the next element (e.g. introduction to a recount before getting feedback, editing the introduction and then drafting the first event) • genre selection may influence the grammatical complexity required to create the text (e.g. the tense required for a recount may be different to a narrative), persuasive texts may require the use of conjunctions, subjunctive mood • students can respond to the picture sequence as a prompt and create any kind of text they wish
H. Text Creation (Option 2)		
Students write a caption for each picture in the target language.	Students focus on encoding oral language in the written form. The coherence of the text is provided by the images. Students can use present tense.	• students can work collaboratively, or this can be a shared or writing task where the teacher writes and the students supply the language • each pair of students writes the caption for a different picture and the class jointly creates the entire text
I. Text Creation (Option 3)		
Students modify the picture sequence by adding speaking bubbles and creating a comic or dialogue.	Direct speech in speech bubbles is typically shorter and grammatically simpler.	• this task can be realised at various levels of linguistic complexity • students could create an animation or play an enact their dialogue

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MLTAV Professional Learning

Maximising Student Talk - Functional Language in Action! — Saturday 23 July, 1 - 4pm



What is functional language? How will it help our learners?

This hands-on workshop will explore the types of language we need to give students to empower them to speak together more often. Participants will discover the language students need to become active communicators and will discuss ways to ensure that their language is used actively and as often as possible in the classroom and beyond. Teachers will work in language specific groups to identify high-frequency words and phrases that will become the functional language their students need and use every day.

Cost: MLTAV Member Rate $30 / Non-members $50 (includes catering)

Click here for more details and to register online

Webinar: Teaching Languages to EAL students — Tuesday 26 July, 3.45 - 4.45



Our schools are becoming increasingly multilingual and multicultural.

In this context, what is the role of teaching an additional language?
This workshop includes

- insights from the research
- practical strategies Languages teachers can use to support EAL students to draw on their multilingual skills as a resource in language learning, and to improve their overall school experience.

Cost: MLTAV Member Rate $30 / Non-members $50

Click here for more details and to register online

Webinar: Setting up for success with CLIL — Tuesday 2 August, 4 - 5pm



This **free webinar** will focus on the what, how, and why of CLIL for teachers in the beginning stages of their CLIL journey.

It will provide the fundamentals of CLIL pedagogy and some practical ways to put them into practice.

Drawing on his own experience as a Japanese/Environmental Science CLIL teacher, Shu Ohki will also share the challenges and successes of doing CLIL, and why CLIL was effective in supporting students' language learning, engagement and motivation.

Click here for more details and to register online

Gianfranco Conti workshop: Strategically designing learning and supporting students to experience success in Languages

Friday 9 September, 9am - 3.30pm



Click here for more details and to register online

Gianfranco Conti will facilitate a dynamic and practical full day workshop which will provide primary and secondary Languages teachers with the opportunity to:
- learn about the Extensive Processing Instruction (EPI) Model in which teaching is strategically designed to support successful language learning
- unpack the MARSEARS framework which provides a structure for sequencing learning in manageable and meaningful chunks
- engage in practical strategies which build learner confidence to use language spontaneously.

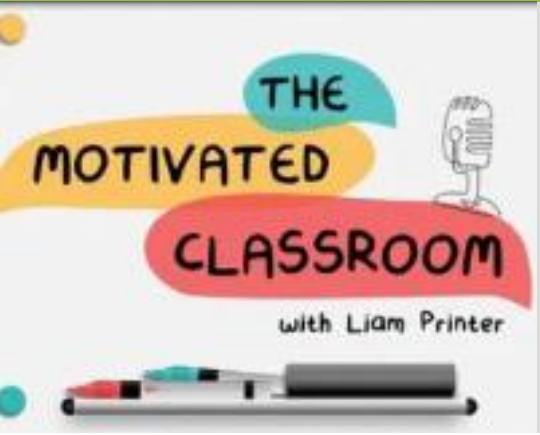
The MLTAV PL team will co-facilitate some breakout sessions to support you to:
- collaborate with colleagues at your level (primary/secondary) to explore how to apply these strategies in your own context
- plan your next steps for implementing this into your practice.

Dr Gianfranco Conti is an experienced Languages teacher, CEO of the Language Gym, international presenter and is currently visiting professor at Reading University, UK.

Cost: MLTAV Member $165 Non-member $200 Full-time student $100 CECV teachers $0 **Please Note: Teachers in Catholic schools can register for this PL at no cost as places are being supported by the Catholic Education Commission of Victoria (CECV)*

Venue: Catholic Leadership Centre, 576 Victoria Pde East Melbourne
Morning tea and lunch provided.

A podcast with Dr Gianfranco Conti



In this episode of The Motivated Classroom with Liam Printer podcast, Dr. Gianfranco Conti discusses acquiring languages through 'Extensive Processing Instruction' (EPI) and how it links to motivation and engagement.

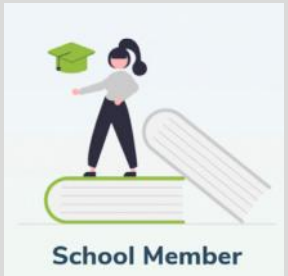
In this podcast, Gianfranco shares his expertise, experience and the research around the approach as well as many practical classroom activities. If you are inspired by these ideas and want to find out more about how to apply this in your context, make sure you register for the MLTAV workshop with Dr Conti on Friday 9 September.

Click here to listen to the podcast with Dr Gianfranco Conti

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People Matters

VALE Michelle Joseph
(1980 - 2022)

The MLTAV would like to farewell Michelle Joseph, a talented colleague and friend, and acknowledge Michelle's significant contribution to Languages advocacy and education, particularly in regional Victoria.

Michelle began her teaching career as a Japanese teacher at Emmanuel College in Warrnambool in early 2000. After her experience as an exchange student in Japan, she spent her gap year in Miura with the Arai family. Michelle returned to Australia to study Arts at the University of Melbourne, specialising in Languages and Teaching. She travelled extensively with her husband George, teaching in Greece and Italy before her return to Warrnambool in 2014.

In her role as Languages Coordinator at the Emmanuel College, Michelle championed Languages, expanding the Japanese and French programs. She provided opportunities for students to experience language and culture firsthand through overseas trips and in country exchange, leading to an upsurge in academic outcomes, particularly VCE results Michelle went above and beyond the call of duty, whether locating host families for visiting exchange students and language assistants or sourcing study opportunities for students in Tokyo and Warrnambool's Sister City, Miura. She assisted students to obtain sponsorship and scholarships which enabled them to participate in school trips to Japan and France. Michelle's passion for learning was also reflected in her recent completion of a Masters in Learning and Assessment at the University of Melbourne where she consistently achieved high distinction results.

A passionate advocate for languages education across Victoria, Michelle supported the development of quality Languages programs in schools. In addition to her work promoting languages across the Ballarat Diocese, she was also a member of the Warrnambool City Council Community and International Relations Advisory Committee.

Michelle was well loved by students and colleagues alike for her energy and warmth. Her belief in the importance of each member of her class meant that her teaching had a lasting impact.

Michelle's sudden death is a devastating loss, and she will be sadly missed. She is survived by her husband George and two young sons, Noah and Xavier.

Michelle was well loved by students and colleagues alike for her energy and warmth.

Languages
Expand Your Horizons



Check out our latest EPress Languages newsletter here!

New Authentic tasks:

We are very excited to have been working on some new Authentic tasks. These have been created to provide students with authentic contexts to use their language skills. We have just released our first phase of this project for German and Italian – but they will be coming later in the year for other languages. We would love for you to check out these new tasks and we would love to hear your feedback.



View example here!

New Getting Started in Arabic course:

We have now completed all 20 new units in the Getting Started with Arabic course. This provides a full course for students at the very beginning of their learning journey with Arabic and covers many of the requirements in the early years of the UAE Framework for learning Arabic as an additional language. The lessons are well scaffolded and very engaging for students.



View example here!

New Intermediate (A2) Assessment tasks

We have just released the first phase of our new Intermediate assessment tasks for French, Italian and Japanese. These are a series of assessment tasks to go alongside our intermediate units which cover a large number of different curriculum requirements. Each assessment task contains reading comprehension, listening comprehension and a multimodal task assessing multiple skills in one task, all in authentic contexts. These are also coming soon for Chinese, German and Spanish.



View example here!

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Reviews





MLTAV PL REVIEW | LANGUAGES LABSITE LEARNING WORKSHOP | 9 JUNE 2022

The inaugural MLTAV Languages Labsite Learning Workshop was held at Parade College Bundoora on Thursday 9 June 2022. It was attended by teachers from a range of government, Catholic and independent primary and secondary schools along with two classes of Year 7 and 8 boys from Parade College.

Languages Labsite Learning is a new and innovative collaborative professional learning model that **brings together teachers and students as co-learners** to observe, learn and then practise strategies aimed at improving motivation and learning outcomes in all languages.

"Teachers consistently stated that they wanted something that was collaborative, was relevant to their specific students, allowed them to quickly apply their learning, and was within the school day.
A Collaborative Model for PD | Edutopia | 28 Feb 2022 | Dani Fry

The goals of the workshop were to:

- ***maximise target language use between all participants,***
- ***use multiple languages within a lesson,***
- ***value home languages within a lesson and***
- ***listen to and use student voice to drive improved learning.***

Teachers practised a variety of strategies to improve student use of home and additional languages and explored ways to listen to and apply student voice within a lesson.

"It was great to hear so much **student voice** and have them participate as leaders; they have far more insight than we give them credit for."
- Marissa

"It was great to have **the students participate together with the teacher** rather than us watching them in the classroom."
- Pilar

The Languages Labsite Learning model is a great way to actively leverage the Australian Institute for Teaching and School Leadership (AITSL) teacher standards alongside the High Impact Teaching Strategies (HITS) for teachers within a "live" school context.

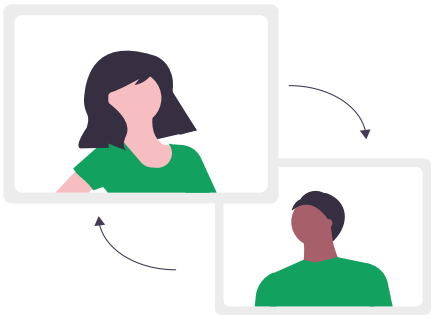
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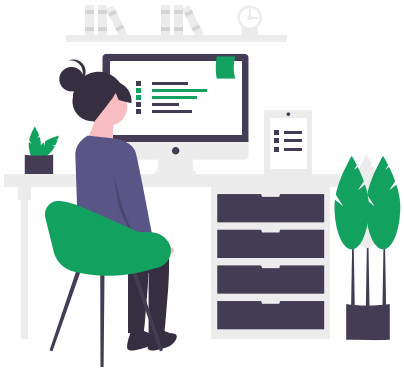
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ABOUT MLTAV

MODERN LANGUAGE TEACHERS' ASSOCIATION OF VICTORIA, INC.

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

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

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

Languages Victoria is the periodic journal of the Modern Language Teachers' Association of Victoria Inc. (MLTAV) and is published on a regular basis. Financial members of the Association receive Languages Victoria as part of their membership subscription.

Languages Victoria has been prepared for the members and professional associates of the Modern Language Teachers' Association of Victoria Inc. The opinions expressed in this publication are those of the authors and do not necessarily reflect the views of the MLTAV or the Publications Sub-Committee. While reasonable checks have been made to ensure the accuracy of statements and advice, no responsibility can be accepted for errors and omissions, however caused. No responsibility for any loss occasioned to any person acting on or refraining from any action as a result of material in this publication is accepted by the authors, MLTAV or the Publications Sub-Committee.

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