VATI Congress 2019

Official Opening

VATI President: Ferdinando Colarossi

Keynote Speaker: Dr Gianfranco Conti

Keynote address

"Are we making things easier for our learners? - Bridging the gap between language acquisition research and common language teaching practices"

Abstract

There are many dimensions of L2 pedagogy, in which common teaching practices clash with research evidence as to how humans process and acquire foreign languages. Dr Conti will identify and discuss the major areas of dissonance in the light of neuroscience and applied linguistics research, urging language teachers to adopt instructional practices which take stock of the limitations of Working Memory evidenced by Cognitive Load research and are more attuned to the way the brain works. This calls for a radical mind shift from teaching for coverage to teaching for learning; from overloading students with unnecessary rules and heuristics to making learning more efficient and manageable.

Presenter

Dr Gianfranco Conti

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Formerly head of languages at various schools in England and abroad, he is currently a French and Spanish teacher at an international school in South-East Asia where he has been implementing his methodological approach: Extensive Processing Instruction (EPI).

Dr Conti is also a renowned conference speaker and CPD provider mostly active in the UK, South-East Asia and Australia. This is what CEO of researchED and educational influencer Tom Bennet has written about one of his workshops:

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Workshops

1.1 & 2.1 One story, many units of work! (Using Literature in Primary Italian language classes)

Abstract

This presentation focuses on a storybook written from necessity, as often language teachers are in need of stories through which students can learn the target language. It demonstrates how one story can be used to develop related language activities and as a basis to develop many other units of work, which can be continuously and consistently revisited. Stories and storytelling can be used as a means of learning a language and developing language acquisition in an engaging way.

Presenter

Maria Bonica Lyon

Maria Bonica Lyon has taught Italian in both Catholic and government schools in the South Western and Northern Victorian regions. Maria is passionate about teaching Italian in an engaging way to motivate students and recognises the importance of teaching language in a meaningful context.

1.2 & 2.2 How to develop listening comprehension (Secondary)

Abstract

In this workshop Manuela will present some activities aimed at developing listening comprehension skills. Given that one of the keys for this is to listen repeatedly, how can we motivate students to do it? How can we use to the best the resources that we have?

Listening to understand the spoken language, listening to analyse the language; listening to have fun: these will be the topics the workshop will attempt to cover. The workshop will be delivered in Italian.

Presenter

Manuela Leone

Manuela Leone is a secondary school teacher of Italian, VCE examiner and member of the VATI committee. She has also a long experience in teaching Italian to adults both in Italy and Australia.

1.3 VCE Examiners Report

Abstract

A discussion of the Oral and Written examinations of 2018.

Presenter

Tiziana Dodds

Tiziana Dodds has had extensive experience in examinations and assessment. She has been the Chief Assessor for both the oral and written examinations in Italian. She has been an examiner for many years and has been on the review panel for the study design.

1.4 & 2.4 Maximising language learning through gestures in the primary classroom and beyond (Primary)

Abstract

This presentation will explore techniques and strategies using gestures to assist students in their learning of Italian. Practical examples will be provided for teachers to discuss and implement in the classroom. The program taught is designed to be interactive with an emphasis on oral communication skills with subsequent introduction to reading and writing. Students are given the opportunity to learn, use and manipulate words through the use of gestures in a wide variety of contexts and activities. Vocabulary, syntax and grammar concepts are all contained in the gestures. The importance of making learning and learners visible is discussed as well as the focus on repetition which prepares students for spontaneous communication.

Presenter

Grace Larobina

Grace was educated in several countries in Europe, growing up tri-lingual and later learning two more languages. A passion for languages led to different career paths including interpreting and translating, radio broadcasting and teaching. Grace completed her Bachelor of Arts (Honours in Italian) with majors in English, French and Italian and subsequently her Bachelor of Education, (Primary and Secondary) to teach in Catholic, State and Independent schools.

In the last 10 years, Grace has taught French at The Geelong College through the AIM program and has partially adopted this method in the teaching of Italian at Chilwell Primary School.

1.5 & 2.5 Italian Language and Technology

Abstract

Eleonora Luisetto will be delivering a professional learning workshop designed to support and celebrate the use of the iPad specifically apps that can be utilised within the Italian Language learning classroom.

Using her experiences and training, Eleonora will discuss practical iPad activities for Italian language classes. To encourage and engage students while promoting and supporting the acquisition of language through Technology, being mindful that students acquire knowledge using different learning styles. Using technology during Language activities provides an opportunity for all students to engage and learn in a creative environment.

You will build on skills using the iPad that directly apply to Italian Language learning activities. The workshop will look at some APPS that can be used within the Italian Language learning classroom.

Presenter

Eleonora Luisetto

Eleonora Luisetto is a highly motivated educator with over twenty years of knowledge and experience in her specific methods of Italian and Art as well as her work for the not for profit sector. Currently Head of Languages (acting) at Xavier College Burke Hall, she writes and delivers programs within the International Baccalaureate Primary Years Programme as well as overseeing all Language Learning Foundation to Year 8.

Her commitment to the Italian language and culture has led her to partake in a number of immersions, tours and Language opportunities enriching her understanding of the Italian Language, Art and Technology.

Eleonora is constantly exploring new and pedagogical strategies through her Art and Italian Language classes.

Eleonora is deeply committed to her teaching practice developing engaging activities, which provide for differentiated and inclusive learning, as well as foster a love of the Italian Language and Culture.

Eleonora is thrilled to be presenting at the 2019 VATI Congress and sharing her passion for Italian Language education with other educators.

1.6 & 2.6 Using Virtual Conferencing in Languages Education

Abstract

All Victorian government schools and teachers have access to Cisco Webex technology. This technology combines video conferencing with collaboration tools including white boarding, file sharing, annotation and chat. Users have the option to collaborate from new Cisco Webex devices installed in schools, a desktop computer, laptop, tablet and smartphone. Teachers and students can access people, learning, and experiences through technology that they couldn't otherwise access due to the distances to travel, availability of staff, time and costs.

Lili and Angela will provide an overview of the Cisco Webex features and how this video conferencing platform can be utilised for collaborative purposes and its potential to provide virtual learning opportunities to schools. Teachers will have the opportunity to see virtual learning examples and discuss how they can use this technology to develop inspiring and interconnected learning experiences for teachers and students.

Presenters

Angela Minuzzo

Angela has been the Languages Education Officer for the North-Western Region since July 2010. This role enables her to support teachers of Languages in existing and new programs covering areas from Richmond to Mildura!

Angela's previous experience as a classroom teacher and Italian teacher has helped her to connect with colleagues and to offer assistance and advice in the area of languages and general classroom practise. Virtual Conferencing in Languages is a way of extending our skills and assisting one another from the comfort of our office/classroom/home!

Lili Cvetkovic

Lili Cvetkovic is a Languages Education Officer in the North East Victoria Region responsible for supporting schools with the provision of Language programs. In this role and in her previous roles as an ICT specialist and a Virtual Learning Coach she supports educators to develop digital skills and leverage virtual learning opportunities to strengthen teaching and learning programs. Lili is passionate about developing blended learning approaches to languages learning that address local needs and develop local solutions

1.7 & 2.7 Teaching language through chunks – The fundamentals of Extensive Processing Instructions

Abstract

As research clearly indicates, at beginner-to-intermediate levels of proficiency single-word teaching slows down processing and language learning, thereby delaying the development of L2 fluency. This is due to the limited cognitive resources of the human brain, which can only process a limited amount of units of information at any one time.

Dr Conti will hence advocate and present an approach, called E.P.I. (Extensive Processing Instruction), which is based on the notion that teaching language through chunks (e.g. polywords, collocation, sentence heads and frames) is much more effective as it is more economic in terms of cognitive load.

Adopting this approach requires a radical mind-shift, both in terms of curriculum design and instructional strategies. The facilitator will walk the delegates through the main staples of this approach, whilst presenting a wide range of tasks and techniques which promote the long-term retention of chunks and patterns.

Presenter

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2.3 Viewing as a skill (Part 1 & 2 – please note that this presentation covers two sessions)

Abstract

The new VCE Curriculum places explicit focus on 'Viewing' as a measurable skill our students need to demonstrate. But what does 'viewing' actually entail? This two-part workshop will arm you with key strategies to help you understand 'viewing' as a macro-skill, as well as leave you with a plethora of ready-made activities you can use in your classroom on Monday! Secondary level appropriate, you can pick and match the activities to suit your classes. This workshop is hands-on, come along for some fun! [Both workshop parts 1 & 2 to be taken together]

Presenter

Jenna Lo Bianco

Jenna Lo Bianco is a teacher, author and language education consultant, with experience teaching in Australia and the UK. She's also the Vice-President of VATI and writer for Segmento Magazine. Jenna is a Research Fellow of the International Specialised Skills Institute, and was shortlisted in the Top 5 Italian Teachers in Australia by Education HQ in 2018. Jenna has a Master of Teaching (Sec.) from The University of Melbourne, and is currently working to ensure a future for Italian language education in Australia through her PhD (Education) at Monash University. Jenna's also the 'mamma' of the @the.italian.teacher Instagram feed.

2.8 VCE Italian – the new study design (Part 1 & 2 – please note that this presentation covers two sessions)

Abstract

A new study design for VCE Italian has recently been launched with Units 1 and 2 being implemented In 2019 and Units 3 and 4 to follow in 2020. In this workshop, together we will look at the changes in the study design and explore the school-assessed coursework requirements across all four units. I will also describe possible ways to consider integrating a range of materials in your programs to respond to the expanded set of five macroskills: reading, listening, viewing, writing and speaking.

Presenter

Matthew Absalom

Matt Absalom has been teaching Italian for over 25 years. He is a university lecturer and researcher, author of secondary school textbooks of Italian, an advocate of languages education and a past president of the Australian Federation of Modern Language Teachers Associations. He has worked with teachers of Italian and languages around Australia and internationally in numerous contexts over the last 20 years. As a language teacher himself, Matt spans both the theoretical and practical in his own work.

3.1 & 4.1 A Functional Approach to Language: Introducing the Register Continuum

Abstract

The Register Continuum plots the variation of language according to different audiences, subject matters, and modes. Its use in the Italian classroom can help students identify language features and their appropriate use. This is useful when learning to write using different genres and for different purposes. Most suitable for secondary teachers.

Presenter

Imogen Lazarus

Imogen is an Italian and English teacher from Parade College. She has a keen interest in Functional Linguistics and is a qualified How Language Works Tutor (Lexis Education). Imogen is currently completing a Masters of Education (Literacy) at The University of Melbourne.

3.2 & 4.2 HeartFULL Teaching through Languages

Abstract

Participants will acquire an understanding of the vital role for teaching social-emotional intelligences (SEI's) to our students and incorporating these into additional language lessons. They will leave with their own 'Language Toolbox' of ideas and 'HeartFULL Teaching' practises, suitable for their teaching situations.

Presenter

Tilka Brown

Tilka Brown is an experienced primary school teacher, motivational speaker and Founder of *The Language Toolbox*. She is a passionate advocate for additional language programs and encourages educators to incorporate social and emotional intelligences into their teaching practises. Tilka has presented her educational philosophies at several national and international conferences.

3.4 & 4.4 Learning Italian through TV Advertisements (Secondary)

Abstract

TV advertisements are a rich source of language and therefore lend themselves to developing students' skills in reading, writing, listening and speaking. They also provide invaluable opportunities to illustrate grammatical concepts and for reinforcing and broadening vocabulary. They are an avenue into understanding Italian culture and habits.

Presenter

Carla Catanzariti

Carla Catanzariti has been a teacher of Italian and English from years 7 to 12 for many years and has been Curriculum Leader for languages. She has been a VCE Italian assessor for both oral and written exams and was a contributing author for the Ecco! 2 second edition Activity Book.

3.5 & 4.5 VCAA/ACER Italian language assessment online

Abstract

The suite of online language assessments have been developed by the VCAA and the Australian Council for Educational Research (ACER). Aligned to the Victorian Curriculum F-10 Languages, the Language Assessments are free resource available to all teachers in Victoria.

Offered in the following eight languages: Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish, the Language Assessments are

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

In this presentation, the VCAA and ACER will demonstrate what the Italian language assessments look like and how to use them in the context of the Victorian Curriculum F-10 Languages. The presentation will also show how to apply the language assessments in the classroom, with newly-added online reporting features.

Presenters
Dr Craig Smith
Project Manager, F-10 Unit, VCAA
Currently working on the development of the language assessments with ACER

Fusae Nojima
Project Director, Australian Council for Educational Research (ACER)
Ten years' experience in language testing
Currently working on the development of the language assessments with the VCAA

Scott Haines
Online Support Coordinator, Australian Council for Educational Research (ACER)
Five years' experience with online assessment
Currently working across a range of projects that deliver online assessment for languages, literacy and numeracy

3.6 & 4.6 Introduction to *Commedia dell'Arte*: an historical and cultural context

Abstract

Participants in this introductory workshop will have an opportunity to discover and explore the rich Italian theatrical tradition of Commedia dell'Arte. The session will offer an historical perspective and cultural context for the style, the comedy (lazzi e burle) and stock characters (tipi fissi) of commedia. There will be opportunity to play with authentic Italian leather masks and to explore language through practical exercises. A fun, creative and interactive way to connect students to Italian culture and history through theatre and play.

Presenter

Rosa Campagnaro

Rosa studied commedia with Venezia InScena (Italy) and has a teaching degree from Deakin University. She is the Director of Make A Scene Theatre Arts Education and has been delivering her unique brand of Commedia dell'Arte training, workshops and shows to schools, educators and actors around the country since 2004. Rosa's work has been selected for the VCE Playlist for seasons at La Mama Theatre in 2016 with an original translation of 'The Servant of Two Masters' (published by Currency Press) and in 2019 with a new adaptation of 'Pinocchio'. Rosa has taught teachers, students and actors through: Drama Victoria, Deakin University, The Fairfax Youth Initiative and Melbourne Theatre Company and she looks forward to presenting commedia to teachers of Italian.

3.7 & 4.7 Why traditional error correction doesn't work and how we can enhance its impact

Abstract

Error Correction is a very time-consuming activity - around 1 minute per 100 words. Considering the benefits that it yields in terms of learning (around 10 % in the best case scenarios), it is hardly an effective use of teacher time.

After walking the delegates through the latest research on error correction and the psycholinguistic reasons why traditional feedback practices are ineffective, Dr Conti will advocate an approach to surface-level errors which is based on a synergy of focused error correction and metacognitive training. In this approach, the teacher's work load is lessened and much of the responsibility for the corrective process is shifted on to the learners. This allows the teacher to focus on the most important part of their job: planning and delivering effective lessons.

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4.3 Perugia: authentic language and cultural resources for the classroom

Abstract

Perugia short term study trip 2019 provided practicing language teachers with the opportunity to improve their knowledge, skills and understanding of the Italian language and culture.

This workshop will provide authentic resources for primary and secondary classrooms to inspire our students in their study of language.

Presenters

Chiara Franzo, Assunta Righi, Pierina Schiavello

Chiara Franzo (secondary), Assunta Righi (primary) and Pierina Schiavello (primary) are experienced teachers of Italian. They are active VATI committee members. They are both passionate of everything Italian and participate in all Professional Learning relevant to Italian language and culture.