

Language Teachers Professional Learning Workshop

with **Dr. Gianfranco Conti**

Thursday 15 November

REGISTRATION NOW OPEN!!

MLTAV is hosting a full-day workshop with Dr. Gianfranco Conti. The workshop will consist of the following 3 x 1.5 hour sessions:

1. Working with human forgetting rate to maximise learning;
2. Teaching lexicogrammar: from modelling to spontaneity;
3. Breaking the sound barrier: teaching listening bottom-up.

Workshop 1 (1 ½ hours) – Strategies for maximising and optimising the use of curriculum time by working with human forgetting rates

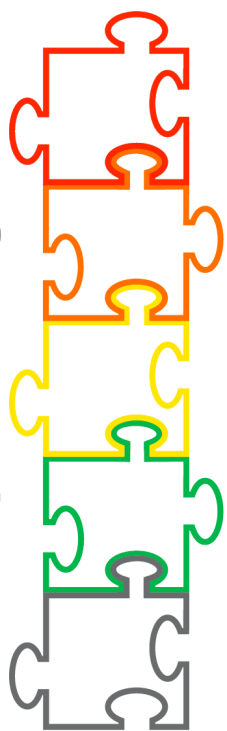
Modern Foreign Language teaching is often a race against time: in the very little contact time available, teachers must secure the retention and automatising of a relatively wide range of vocabulary, structures and skills sets. To best tackle this challenge, MFL teachers must have at least a basic understanding of the key cognitive challenges that language teaching and learning pose to their students (Ellis, 2018).

In the first (shorter) section of this workshop, the facilitator will provide a concise research-based account of how the human brain processes, retains and retrieves L2 vocabulary and grammar. This will entail (a) outlining how Working Memory processes incoming speech and activates existing knowledge to comprehend and respond; (b) discussing how memory works and forgetting occurs; (c) identifying the cognitive barriers to understanding and learning.

In the second (longer) section, based on the latest cognitive and second language acquisition research, he will proceed to suggest effective ways to maximize teaching and learning time by (a) embedding ILRs (Implicit Learning Routines); (b) teaching high-surrender-value functional chunks, as opposed to single words, through a range of evidence-based techniques that he will demonstrate and (c) 'smart' recycling through extensive spaced exposure to comprehensible input and pushed output. Tested instructional sequences will also be presented and discussed.

Workshop 2 (1 ½ hours) – Patterns first: from awareness to spontaneity. Teaching language through chunks

According to much research, teaching a wide repertoire of high-frequency lexical chunks has more chances of enhancing fluency across all four language skills – including speaking – than teaching single words, as it eases the students' cognitive load as they produce speech in real time. Research also shows that reading aloud not only enhances vocabulary learning but also primes oral fluency by facilitating the development of decoding skills and



pronunciation. Finally, as it is obvious, fluency requires automaticity in the application of grammar and syntax, hence, extensive practice of the target structures across a wide range of linguistic contexts is a must.

Based on the above principles and other research evidence, the facilitator will argue in favour of an approach to oral instruction which consists of the following phases: (1) the modelling of high frequency chunks through the aural medium ; (2) their intensive practice through highly interactive read-aloud tasks; (3) highly-structured drilling through pushed-output activities eliciting the oral production of the target chunks; (4) less structured communicative practice and, finally, (5) automaticity and spontaneity building activities. Fluency, intelligibility and autonomy in speech production being the ultimate goals of oral instruction, the acquisition of highly transferrable patterns and of the underlying grammar plays a pivotal role in the facilitator's approach.

Workshop 3 – Breaking the sound barrier: teaching listening bottom-up

Listening is by far the most neglected of the four language skills. It is also the least effectively taught and the one MFL students feel the most anxious about (Vafaei, 2016). One of the reasons for this state of affairs is that most language teachers do not receive much training in this area of MFL pedagogy and, when they do, the methodology is based on 'quizzes' ('true or false?' or 'wh questions') and on an obsolete top-down approach (e.g. listening for gist focusing on key words, predicting content and guessing words from context). Consequently, much current listening skills instruction feels more like testing than modelling and fails to train students in the micro-skills that any listener needs to master to comprehend aural texts effectively (Rost, 2009).

In this highly interactive workshop, after walking the delegates through the psycholinguistics mechanisms underlying the listening comprehension process, the facilitator will present and demonstrate his L.A.M. (listening as modelling) approach, a methodology which is based on two fundamental assumptions: (a) listening should model language NOT test students through quizzes; (b) whilst traditional tasks training students to work out the gist of a text and infer meaning strategically do have a place, in listening instruction, L.A.M. purports to provide extensive practice in the bottom-up micro-skills essential to effective listening comprehension: Decoding, Lexical Retrieval and Parsing Skills (Smith and Conti, 2016).

Dr. Gianfranco Conti - Biodata

An applied linguistics MA and PhD graduate **Gianfranco Conti** has been teaching MFL for over 25 years both at primary, secondary and university levels. He has researched the impact of metacognitive strategies training and error correction on essay writing under the supervision of Oxford University Ernesto Macaro both during his PhD and a large-scale project in English comprehensive schools documented in Professor Macaro (2001)'s book. He currently has lexicogrammar acquisition, listening instruction, metacognition, error correction and learner autonomy as main research interests.

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:

“As an organiser of research conferences I am constantly looking for individuals who can do something very special- disseminate a broad field of complexity, in a way that is intelligible to practitioners but loses little in the process; simplification without reductivism. Gianfranco was wonderful in this regard: witty, literate, personable and very, very engaging, but all the while absolutely focussed on content, quality and the effective transmission of useful information and techniques. As such he was one of the most popular speakers of the day, and in my opinion one of the best presenters I have seen in the UK. I wish he was available more often, as the impact he has on his audience is palpable.”

He is well-known internationally for his teaching resources that have won him the TES Best contributor award and have been downloaded over 3,500,000 time by over 100,000 teachers around the world. His blog on MFL pedagogy, The Language Gym, is one of the most influential in the world and has won him several international awards. The professional development group he founded, ‘Global Innovative Language Teachers’ is one of the fastest-growing communities of its genre.

Dr Conti is also the founder of the interactive language learning website www.language-gym.com and the co-author of the best-selling handbook for MFL professionals, ‘The Language Teacher Toolkit’. He is currently co-writing with Steve Smith his second book ‘Breaking the sound barrier: teaching listening bottom-up’ based on his own classroom research.

Full details of the Dr. Conti workshop AND HOW TO REGISTER:

Date: Thursday 15 November, 2018

Venue: Catholic Leadership Centre, 576 Victoria Parade, East Melbourne

Time: 9.15am - 3.30pm

Cost: \$100 (inc. GST) MLTAV members
\$150 (inc. GST) non-members

[CLICK HERE](#) to register online to attend this workshop

MLTAV CLIL NETWORK WORKSHOP



CLIL Network Workshop @ Overnewton Anglican Community College

Date: Wednesday 21 November, 2018

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

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

Time: 9.15am - 3.15pm

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

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

[**Click here**](#) to register.

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

CLIL    *Network*

CLIL Network contact details:

Kylie Farmer,
CLIL Network Facilitator
clillanguageteachers.weebly.com

[**clil@mltav.asn.au**](mailto:clil@mltav.asn.au)

Digital Stories

Best-Practice in Languages Education in Victorian Schools

THE EDUCATION STATE - Victoria State Government Education and Training initiative

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



CLICK HERE to view the '*Best-practice in Languages Education Digital Stories Fact Sheet*'. **To access the *Best practice in Languages Education in Victorian Schools Digital Stories* see: <http://fuse.education.vic.gov.au/?98LH87>**

DIGITAL STORY OUTLINES:

Bayswater South primary School - German

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

Bellaire Primary School – French

Bellaire Primary School uses elements of Content Language and Integrated Learning (CLIL), inquiry and visible thinking in combination with the innovative use of ICT in their provision of French across their school. All children from F- 6 have one hour of French per week, and other opportunities for extending language learning are maximised through collaborations between the French teachers and the music teacher. In line with the innovative year 5-6 program at the school, students in years 5 and 6 select the French workshops they want to participate in to align with their learning goals and interests.

Bendigo Senior Secondary College – Chinese

Bendigo Senior Secondary College engages a large team of Languages teachers to provide quality Chinese language programs to students from F-12 across the Greater Bendigo region. This is facilitated using Polycom and face-to-face teaching and responds to the needs of the schools and students involved. The 'Team China' program, which is

part of this provision, also includes opportunities to host students from China, participate in school trips to China and many other cultural experiences to engage learners.

Coburg North Primary School – Italian

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

Dromana Secondary College – Indonesian and Japanese

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

Oakleigh South Primary Schools – Japanese

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

Point Cook P-9 College - Indonesian

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

Westgarth Primary School - Spanish

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

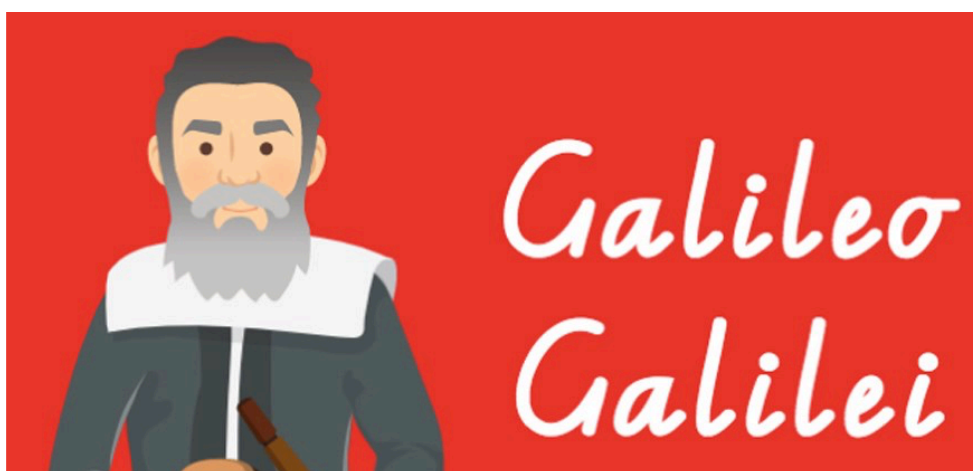
This project is supported by the Victorian Government, Department of Education and Training

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

Victorian Curriculum Exemplar Units of Work for Languages

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

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



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



This project is supported by the Victorian Government, Department of Education and Training

The Professor Michael Clyne Memorial Study Scholarship Applications NOW OPEN!

The Professor Michael Clyne Memorial Study Scholarship 2018



The MLTAV is honoured to make a sum of \$1,000 available in 2018 to assist a teacher of Languages to support further formal academic study* relating to her/his teaching of Languages in Victoria.

For full details of how to apply for the 2018 Professor Michael Clyne Memorial Study Scholarship, go to the 'What's New' area of the MLTAV website, www.mltav.asn.au

Applicants will be notified of the outcome by mid-late-October 2018 with a formal scholarship award presentation planned for Tuesday 4th December, 2018 at the MLTAV AGM at Graduate House, University of Melbourne.

*** the definition of 'formal academic study' for the purpose of this Scholarship is a University-based study program intended to upgrade existing knowledge and qualifications in the area of Languages education**

*Save
the
Date*

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

FREE ICT Blended Learning Language Teacher Webinars

The MLTAV is pleased to be able to facilitate three additional ICT Blended Learning FREE webinars for teachers of Languages throughout Terms 3 - 4.

This adds to the existing suite of ICT Blended Learning webinars facilitated by MLTAV since 2013 (this project is supported by the Victorian Government).

- **Rowena Bata - Getting started with One Note - Monday 10 September 3.45pm - 4.45pm**
- **Nathan Lane - Virtual reality - date TBC (term 4)**
- **Jess Sartori - Documenting student learning with Seesaw - date TBC (term 4)**



To participate in the 'Getting started with One Note' webinar on 10 September (3.45pm start time), go to the URL: <https://zoom.us/j/686886127>

This project is supported by the Victorian Government, Department of Education and Training

5-minute Introductory Video to LMERC

A video was produced recently providing a snapshot of the DET, Languages and Multicultural Education Resource Centre from the point of view of teachers and pre service teachers across Victoria who use LMERC. The 5 minute video may be useful to share with your network as an introduction to the LMERC services and collection. A variety of teachers and pre-service teachers from across sectors talk about how they access the collection, what they borrow and the services they use. They also explain the benefits of using the LMERC library for their particular needs whether it is EAL, languages, general classroom or for university course work and placements.

Access the video at the FUSE website <http://fuse.education.vic.gov.au/?RXNJ5I>

LMERC is a specialised library for teachers Early childhood to adult in the areas of EAL, Languages, Cross curriculum priority areas and capabilities: intercultural understanding, Asia, Aboriginal and Torres Strait Islander histories and cultures.

Department of Education and Training

[Level 1, 189 Faraday Street, Carlton. VIC 3053](#)

T: 03 9349 1418

W: <http://www.education.vic.gov.au/school/teachers/support/Pages/lmerc.aspx>

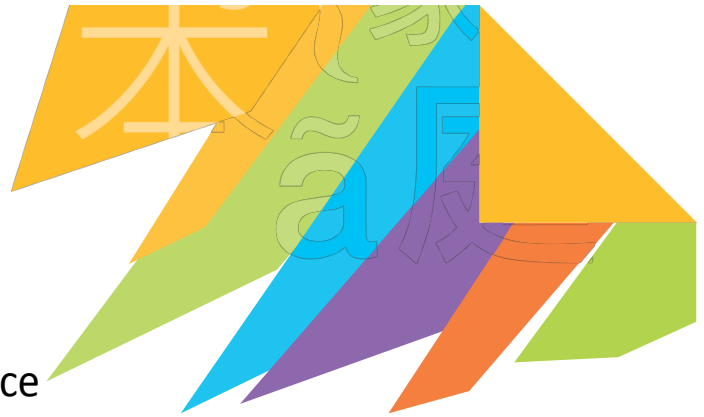
LMERC Saturday opening dates for the rest of 2018:

15 September & 17 November

ALC



Assessment of Languages Competence



Would you like to motivate and challenge your students?

Would you like to promote your languages program?

The Assessment of Languages Competence is a suite of online tests, designed to assess primary and secondary students' listening and reading skills.

The ALC tests are available in:
CHINESE, FRENCH, GERMAN, INDONESIAN,
ITALIAN, JAPANESE, MODERN GREEK and SPANISH.

The ALC testing period: 1 August – 7 September 2018

Want to register? Call or email the ALC team at ACER

For further information visit: www.acer.org/alc

ALC +61 3 9277 5615

alc@acer.org

Online Support Team (OARS) 1300 232 123

Australian Council *for* Educational Research

VCAA Language Assessments









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



Need a snapshot of the language learners in your classroom?

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

Available languages

 Chinese	 Italian
 French	 Japanese
 German	 Modern Greek
 Indonesian	 Spanish

Available at NO cost to all VICTORIAN schools

Registration

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

Registration Support

All registration support is provided by ACER.

E: oarssupport@acer.edu.au

T: 03 9277 5324

Support to get started

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

E: oarssupport@acer.edu.au

T: 03 9277 5324

For more information about Language Assessments

Please contact:

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

IMPORTANT 2018 PROFESSIONAL LEARNING DATES

MLTAV and Single Language Associations (SLAs)

Date	Event	Language Association
26 August	Matinée du français 2018	AFTV - French
16 November	Annual General Meeting	AFTV - French
29 July or 5 August	Year 12 Forum	AGTV - German
31 August	Deadline for AFTV Werbespot competition	AGTV - German
7 September	Deadline for Dunst and Poesie and Song des Jahres competitions	AGTV - German
19 October	Deadline for AFTV Chor des Jahres competition	AGTV - German
16 November	AGM	AGTV - German
26 August	Junior Speech Competition	JLTAV - Japanese
Term 3	Early Years, Primary and Secondary Professional Learning Day (regional Victoria)	JLTAV - Japanese
Term 3	Calligraphy Competition	JLTAV - Japanese
12-14 October	Language Immersion Weekend (Daylesford)	JLTAV - Japanese
Term 4	Teaching Japanese through ICT (online webinars)	JLTAV - Japanese
26 August	VCE Student Day	MGTAV - Modern Greek
18 November	Annual General Meeting	MGTAV - Modern Greek
10 September	ICT Blended Learning Webinar - Rowena Bata: Getting started with One Note	MLTAV
15 November	Language Teachers Professional Learning Workshop with Dr. Gianfranco Conti	MLTAV
21 November	CLIL Network Workshop @ Overnewton Anglican Community College, Keilor	MLTAV
8-9 December	Teaching with Comprehensible Input 2-day workshop	MLTAV
22-23 September	MTAV (Macedonian) Annual Conference	MTAV - Macedonian
8 September	VCE Oral Practice	VILTA

For further details of all of the above Professional Learning Opportunities, please refer to the online Calendar on the MLTAV website homepage, www.mltav.asn.au

MLTAV 2018 Committee

Gabriella Bertolissi	President
Andrew Ferguson	Immediate Past-President
Heather Brown	Vice-President
Catherine Spurratt	Secretary
Andrew Morabito	Treasurer
John Tuckfield	Permanent Observer - Classical Association of Victoria
Jade Cleave	General Ctee
Jaclyn Curnow	General Ctee
Lili Cvetkovic	General Ctee
Maria Zijlstra	SLA Rep (DLA - Dutch)
Maree Dellora	General Ctee
Veronica Deren	SLA Rep (AFTV - French)
Maria Dikaiou	General Ctee
Kylie Farmer	General Ctee
Carlos Franco	SLA Rep (VATS - Spanish)
Sarah Glatz	General Ctee
Nathan Lane	SLA Rep (JLTAV - Japanese)
Angela Natoli	General Ctee
Sean Pratt	General Ctee
Louise Talevska	SLA Rep (MTAV - Macedonian)
Dr. Andrea Truckenbrodt	General Ctee
Jixing Xu	SLA Rep (CLTAV Rep)

MLTAV 2018 Committee Meeting dates and locations

Fourth Committee Meeting **Thursday 21 June**, Victorian School of Languages, Thornbury

Fifth Committee Meeting **Wednesday 15 August**, Victorian School of Languages, Thornbury

Sixth Committee Meeting **Monday 15 October**, Victorian School of Languages, Thornbury

Seventh Committee Meeting **Thursday 15 November**, Victorian School of Languages, Thornbury

AGM - Tuesday 4 December, Graduate House, Carlton - MLTAV members are welcome to attend committee meetings as observers, with prior notice to the President.

How to Advertise with MLTAV

The Modern Language Teachers' Association produces two publications, a journal - *Languages Victoria*, and a newsletter, *LanguagesConnect*. The advertising rates are the same for both publications. Commercial members of the MLTAV are entitled to one 1/2 page, or two 1/4 pages, of advertising per year free, in either of the publications.

Advertising

LanguagesConnect

Published: mid-February; mid-March; mid-April; mid-June; mid-August, mid-October and December, based upon need.

The deadline for *Languages Connect* is the end of the month prior to publication. To organise advertising in either *Languages Victoria* or *Languages Connect*, contact Kerry at the MLTAV Office, (see contact details above).

- \$390 full page
- \$240 half page
- \$160 quarter page

Languages Victoria

Published twice a year:

- July (deadline mid-May)
- November (deadline end August)

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