

KNOW THY PRACTICE

A crash course in Italian second-language education
methods • pedagogy • practice

Where have we been?
Where are we headed?

Jenna Lo Bianco
VATI Congress 2017

Scope and objectives

- * Italian language education history in Victoria
- * A general overview of second-language education
- * Methods, pedagogies, approaches

Salve
Halo Shalom Alo Hylo
Hei Aloha Bonjour Ciao
Saluton Hej Sawubona
Salute Goddag
Olá Hola

Early Italian experiences in VIC

- * 1901 and Australian Federation – monolingual focus
- * 1935 and the ‘Special Experiment’ at MacRobertson High School
- * Inter-war culture – jingoistic and pro-Britain
- * Socio-cultural implications
- * Ironical development of Italian and Japanese language programs
- * Racial challenges

Victoria today

- * Victoria has “the highest participation rate in languages education of any state or territory in Australia” (DEECD, 2012)
- * Demographic language clusters – Italian in Melbourne (Lo Bianco & Slaughter, 2009)
- * Bilingual education – Brunswick South Primary School
- * CLIL programs
- * ICT developments

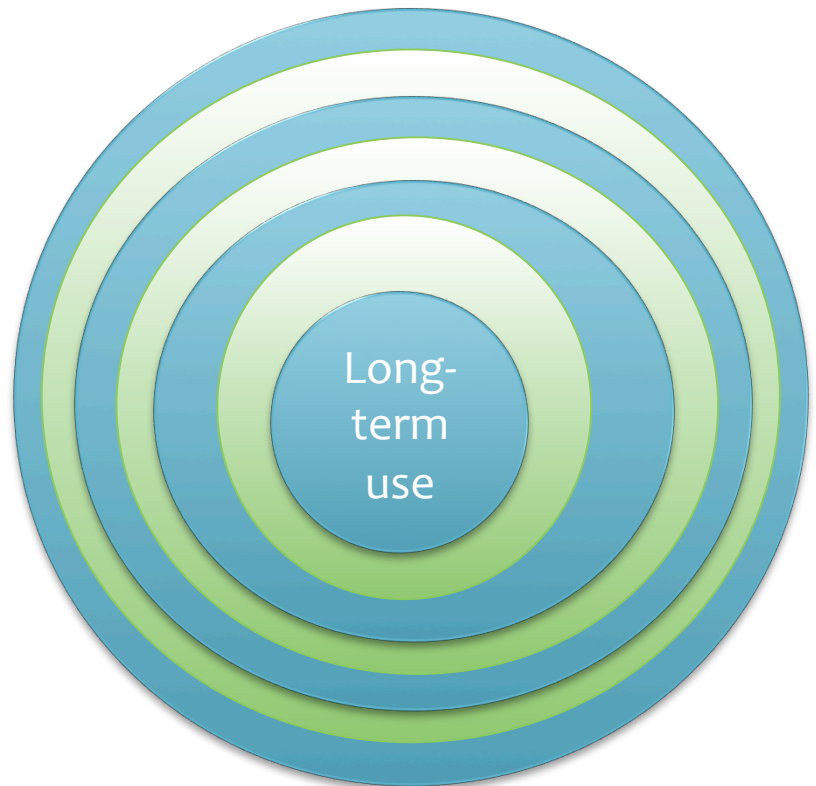
How we stand

The five most studied languages in VIC in 2015, in government primary and secondary schools:

* JAPANESE	18.5%	(69,430)
* ITALIAN	18.3%	(68,648)
* CHINESE (MANDARIN)	17.2%	(64,440)
* INDONESIAN	16.9%	(63,439)
* FRENCH	11.3%	(42,437)

(Department of Education and Training, 2016)

Noam Chomsky - Linguist



Communicative competence

Language acquisition

- * natural
- * 'picking up a language'
- * subconscious
- * informal, real-life context

Language Learning

- * constructed
- * rules, grammar
- * conscious
- * formal, classroom context



Know thy...

Context

Goals

Limitations

Methods

A stylized landscape graphic at the bottom of the slide. It features a white foreground, a blue sky, and rolling hills in shades of green and yellow. The hills are composed of several overlapping, curved shapes that create a sense of depth and movement.

Theoretical orientations



Cognitive

Affective/
Interpersonal

Functional/
Communicative

Structural

Deductive approach

- Teacher centered
- Learning departs from a grammar rule
- Grammar rule explained
- Examples ‘worked’
- Matching exercises
- New context
- Preferred by adult learners
- Easy to plan for, predictable



Inductive approach



- Student centered
- Language used in-context
- Meaningful exposure to TL
- Learning departs from TL
- ‘notice patterns’ and ‘notice outliers’
- personal theories on grammar
- Students apply theories and analyse outcomes
- Significant outcomes in terms of retention and long-term memory

The Grammar-Translation Method



- Focus on the form of language
- Isolated language use, often out of context
- Vocabulary lists
- Lessons in the L1
- Written language input if often challenging
- Little focus on ‘spoken’ language and pronunciation
- Popular with adult learners

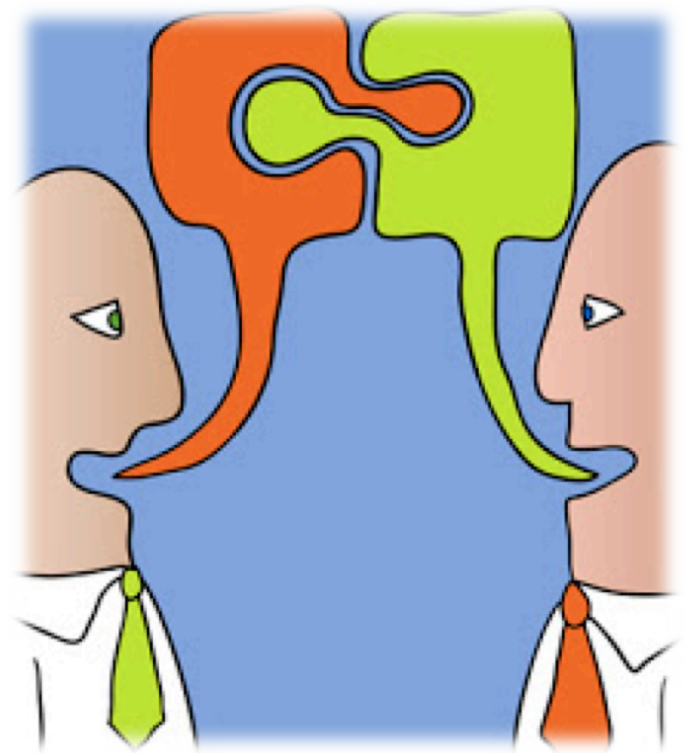
The Direct Method



- In direct contrast with to grammar translation method
- L1 is never used, only L2
- Vocabulary focused
- Inductive instruction
- Support from realia, visuals or actions
- No translations
- Rigorous
- Planning is detailed yet requires flexibility

Audio lingual method

- Also known as ‘Army’ and ‘New Key’ method
- Similar to Direct Method
- Based on behaviorist theory – humans ‘learn’ from reinforcement and repetition
- Only L2 used
- Grammar focused
- ‘Correct’ forms repeated and memorised by the students



The Silent Way

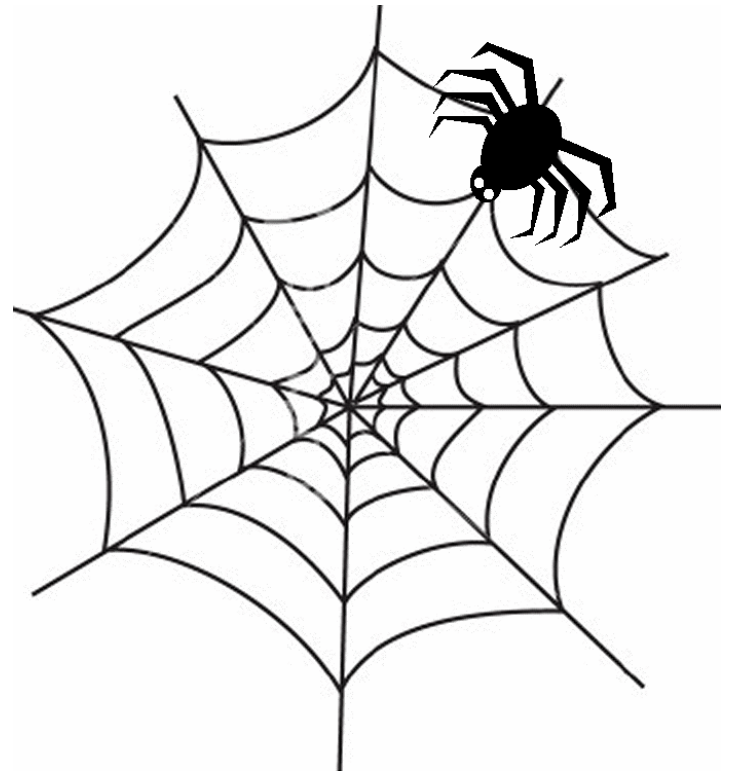
- Caleb Gattegno, 1963
- ‘An alternative method’
- Teacher is silent
- Students are encouraged to speak
- Props and ABC boards
- Often loosely planned
- No textbooks
- Collaborative in nature



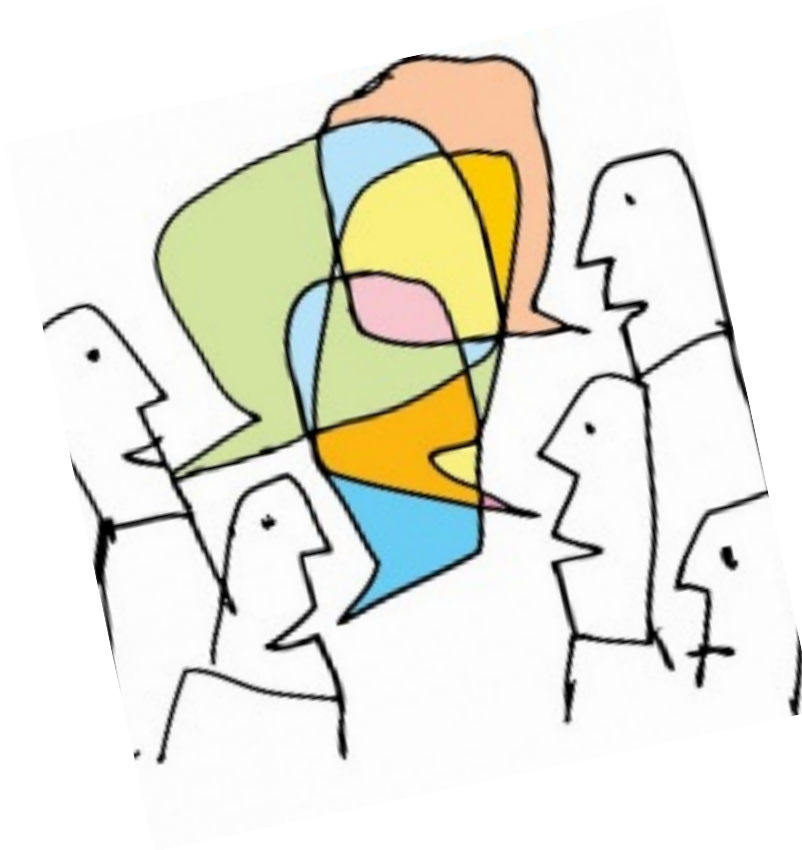
The structural approach

- Not a method – rather, a way of teaching the grammar
- Complete focus on form of the language:

word order (sentence structure)
function of language (synthesising forms)
vocabulary building
forming habits
importance of speech (equally as important)
pupil interaction/experience
phonetics and sounds



Communicative Language Teaching



- ‘To communicate’ as the goal and process
- Born in the 1970s, experienced evolution
- Focus on communication and interaction
- Real life experiences
- Authentic texts
- Multi-modal

Task-based language learning



- Considered a sub-method of Communicative Language Teaching
- Focuses on real-world tasks
- Learning is task-specific
- Promotes meaningful language use
- Assessment on the task outcome, rather than the accuracy of language used/studied

The natural approach



- Stephen Krashen and Tracy Terrell, 1970s-80s
- Focus on communication
- Anxiety/stress reduced environment
- Less corrections and specific grammar study
- Comprehensible input is important
- Learning is tailored and personalised to needs/interests

The Lexical Approach

- Michael Lewis, 1990s
- Significance of language forms
- Vocabulary and phrases create the language
- Students develop language from 'chunks'
- Perception of patterns and meaningful sets of words used 'together' to make meaning



Total Physical Response

- Prof. James Asher
- Explores the cognitive relationship between language and action
- Born from L1 observations in children
- Particularly effective in learning vocabulary
- Realia, posters and props



Bilingual/Immersion models

- Students are immersed in L2
- L2 is used in instruction, input and output
- Intercultural awareness
- Code switching
- *“face-to-face teaching in and through, the target language for a minimum of 5 hours per week to each target group in addition to the minimum of 2.5 hours per week for languages” DET, 2017*



CLIL



- * Content and Language Integrated learning
- * The teaching and facilitating of subjects in the TL
- * TL taught simultaneously
- * Adaptation of curriculum is key
- * Helps combat 'crowded curriculum'

AIM

- * Accelerative integrated method
- * Wendy Maxwell
- * Verb-based rather than noun-based
- * Gesture
- * Rooted in the arts (song, drama, dance, creative writing)
- * Kits and materials
- * French, ESL, Spanish, Mandarin and Japanese



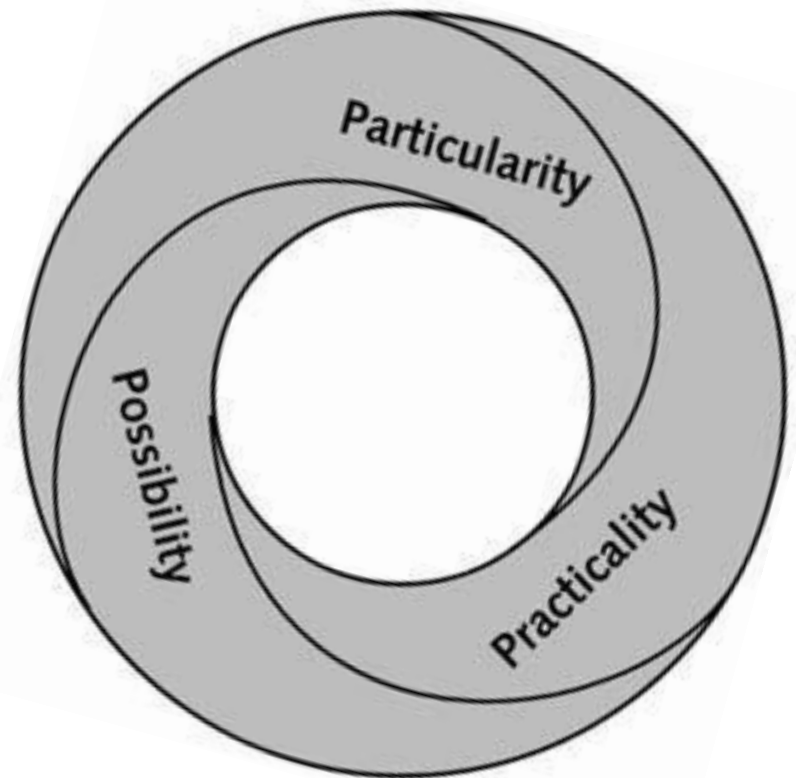
Enquiry-based learning models

- Student centered
- Problem, question or goal orientated
- Teacher as 'facilitator'
- Promotes collaboration and communication
- Teaches responsibility and ownership over the learning
- 21st Century learning skills



Postmethod pedagogy

- * B. Kumaravadivelu
- * Focus on practitioner theory, rather than professional theory
- * Importance of the 'local needs'
- * Reflective process
- * Teachers are empowered
- * The 3 Ps



Reflection

The background of the slide features a stylized landscape. The top portion is a solid blue sky. Below the sky, there are rolling hills in shades of green and yellow. The hills are separated by thin white lines, creating a layered effect. The overall shape of the landscape is curved, following the top edge of the slide.

Context

Goals

Limitations

Next steps?

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