

VATI CONGRESS 2019
Jenna Lo Bianco



VIEWING:

THE FIFTH MACRO SKILL
IN LANGUAGE LEARNING

VATI CONGRESS 2019

This presentation was delivered as a double session at the 2019 VATI Congress, held on the 29th March at the Catholic Leadership Centre, East Melbourne. This PPT has since been edited.

The content of this presentation draws from my own teaching practice, research and the outcomes of my 2016 Fellowship with the International Specialised Skills Institute, sharing ideas and classroom observations made during that period of research (see 'further reading' slide for more info).

It's up to the individual teacher to make sense of the content shared here as an entry point to exploring the power of viewing in the language classroom. Teachers will need to ensure the appropriateness and feasibility of the content for their own classrooms and context.

THE SESSION – WHAT AND WHY?

- A double session – theory and practical ideas
- The new VCE Study Design places explicit focus on measuring skills attributed to ‘viewing’
- Early intervention is key – not just a VCE focus
- Keeping our professional practice alive and evolving



VCE STUDY DESIGN: ITALIAN 2019-2023

Interpretive communication

Interpretive communication requires the location, interpretation and analysis of information obtained in Italian. The content is drawn from the themes and topics selected for the unit and includes listening and reading texts and may include visual materials that reflect some aspect of language or culture.

Presentational communication

Content related to the themes and topics selected for the unit is presented to a specified audience in oral or written form in Italian, and may include visual, movement or musical elements [...]

VCE STUDY DESIGN: ITALIAN 2019-2023 cont.

UNIT 1:

Area of Study 2 Interpretive communication

In this area of study students locate and use information from two texts in Italian, chosen from a written, spoken or audiovisual format. They develop skills and knowledge to read, listen to or view texts in Italian effectively, to summarise content and to combine information from the texts in written responses in Italian and English. The subtopic selected for the texts will be drawn from the prescribed themes and topics and should provide an opportunity for students to learn about the culture/s of the Italian-speaking communities.

In preparation for understanding and interpreting information on the selected subtopic, students consider relevant content, language and cultural information. They focus on language important for presenting information in written form, such as answering questions or writing for a specific purpose and audience. Students identify and clarify aspects of language and culture in the texts.

Unit 2:

Area of Study 2 Interpretive communication

In this area of study students extract information from texts provided in Italian and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in Italian and to use information in a new context. The topic selected for the texts will be drawn from the prescribed themes, with students developing their understanding of the culture/s of Italian-speaking communities.

In preparation for understanding and interpreting information on the topic, students consider relevant content, language and cultural information. They focus on language that is important for identifying and synthesising information presented in Italian and for recounting information in Italian. They recognise and account for other perspectives in their interpretation of information, ideas and opinions.

VCE STUDY DESIGN: ITALIAN 2019-2023 cont.

Unit 3:

Area of Study 2 Interpretive communication

In this area of study students extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in Italian. Students synthesise information from written, spoken and visual texts.

Students consider relevant content, language and cultural information from three or more texts to identify and interpret key ideas and detail on the selected subtopic. Texts could include extracts, articles, blogs, webpages, postcards, stories, podcasts, songs, plays, news items, films, photographs, maps and other written, spoken or viewed texts. Students connect and compare ideas and identify different points of view or perspectives in each of the texts.

Students respond to the texts in writing in Italian. They consider the influence of language, culture, social norms and ways of thinking in shaping meaning and the sequencing of ideas in the response.

Unit 4:

Area of Study 2 Interpretive communication

In this area of study students analyse and present in writing information extracted from written, spoken and viewed texts in Italian on a selected subtopic. The subtopic for Area of Study 2 may be the same as the subtopic for Area of Study 1. The texts should provide insights into an aspect of life in Italian-speaking communities and opportunities for students to make comparisons between cultures, places or times. Viewed texts may include photographs, drawings, maps, films or posters.

Students respond to the texts in an extended piece of writing in Italian that requires a different text type to the stimulus material. Students identify and analyse key ideas and make comparisons between the details, ideas and points of view expressed in each of the texts.

VICTORIAN CURRICULUM: ITALIAN

7-8

Informing

Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising (VCITC100)

Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources (VCITC101)

VICTORIAN CURRICULUM: ITALIAN

9-10

Informing

Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences (VCITC119)

Systems of language

Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence (VCITU129)

PSYCHOLOGY/MECHANICS OF VIEWING

Occipital lobe – visual processing center of the brain

Quickest reception of information

Greatest memory retention

milieu – 'the people, the physical and social conditions and events that provide the environment in which someone acts or lives'
– Cambridge Dictionary

The personal lens



GENERAL FACTORS TO CONSIDER:

quality of input
appropriateness of input
influence of other students
subjectivity
viewing through a lens
higher order thinking skills
interpretation and inference
knowledge gaps

WORKING WITH...

IMAGES/GRAPHS/GRAPHIC ORGANISERS



SELECTING IMAGES:

level appropriate
context dependent
detailed and rich
require analysing
allow for interpretation and discussion



WHEN VIEWING LOOK FOR:

IMAGES

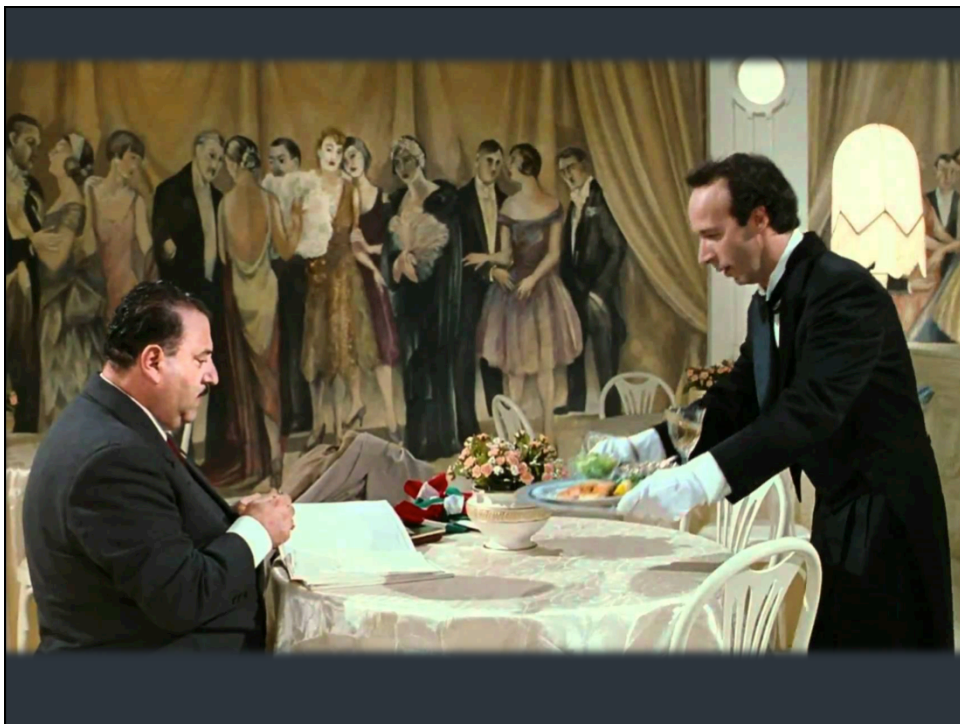
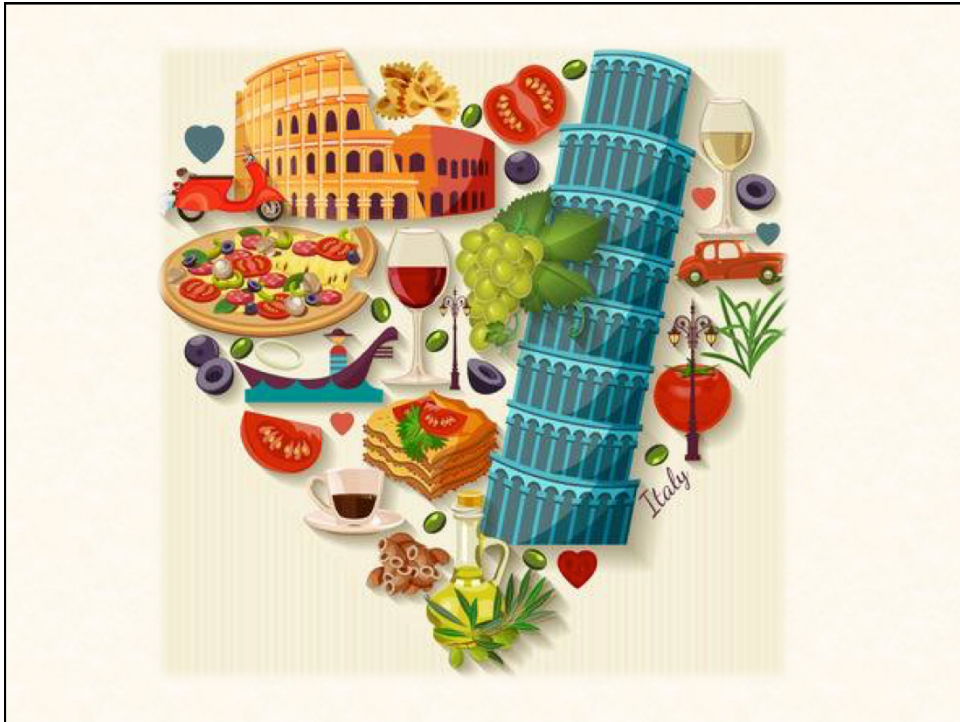
setting
people
relationship
theme
items
details

GRAPHS/-IC ORGANISERS

words
numbers
colours
similarities
differences
relationship

See the next examples on *cibo*:







ATTIVITÀ 1: VIEW TO DRAW AND LABEL

1. Image projected on the screen/TV
2. Students have 30secs to study the image, noting details, numbers, content and setting, etc.
3. Image is removed from view
4. On sheets of A3 paper, students must recreate the image, then pair and share with a partner, adding elements they may have forgotten, or eliminating superfluous content
5. The original image is made visible again, and the class views the interpretations
6. Students label the content items in their image using vocabulary terms, numbers and adjectives



ATTIVITÀ 2: VIEW TO LIST-MAKING

1. The class is divided in pairs. One student (describer) is facing the screen, the other student (receiver) is looking away with book/paper in hand. Image projected on the screen/TV. Back to back works well!
2. The describer explains what they can see in Italian to the receiver as the receiver writes a list (in Italian) of all the elements of the image they have understood
3. The receiver can ask clarifying questions in Italian to better grasp their understanding of the image
4. Before revealing the image to the receivers, the teacher calls on the receivers to feedback what they have understood in Italian
5. The image is revealed to the class



ATTIVITÀ 3: VIEW TO MUSICAL CHAIRS

1. The class is divided in pairs. One student (describer) is facing the screen, the other student (receiver) is looking away with book/paper in hand. Image projected on the screen/TV. Back to back works well in a straight line at the front of the room!
2. The describer explains what they can see in Italian to the receiver as the receiver writes a list (in Italian) of all the elements of the image they have understood. The receiver can ask clarifying questions in Italian!
3. Teacher rings a bell signaling chair change, receivers move along 1 seat, receiving a new description from a new describer. Repeat at least 5 times
4. Before revealing the image to the receivers, the teacher calls on the receivers to feedback what they have understood in Italian
5. The image is revealed to the class

ATTIVITÀ 4: VIEW, DRAW & COMPARE AS A PAIR

1. The class is divided in pairs. One student (describer) is facing the screen, the other student (receiver) is looking away with book/paper in hand. Image projected on the screen/TV. Back to back works well!
2. The describer explains what they can see in Italian to the receiver as the receiver draws their interpretation of the image based on the description they receive
3. The receiver can ask clarifying questions in Italian to better grasp their understanding of the image
4. Once complete, the original image is revealed and together the pair write a comparison of the two images in Italian. Depending on year level, this could be simple phrases, extended sentences, or a full comparative analysis.

ATTIVITÀ 5: TEAM MEMORY RECALL

1. The teacher selects 2 teams of 5 students per round
2. The 2 teams line up at the front of the class, awaiting the revelation of an image on the TV/screen. The image is visible for 20secs. Teams must study the image (without collaborating at all during the game), ready to recount elements of the image in full sentences
3. A starting team is decided upon, taking turns between the teams to correctly describe the image in Italian. For e.g. *Ci sono 4 bicchieri di vino sul tavolo*
4. Point system: 1pt for correct language use. 1 pt for correct identification. -1 pt for incorrect language use. -1pt for incorrect identification
5. Teacher ends game at own discretion naming the winning team, re-revealing the original image



ATTIVITÀ 6: VIEWING AS WRITING PROMPTS

1. The teacher prepares a slideshow of approx. 10 images [I recommend using the timing option on PPT]
2. The class sits, ready to write, as the slideshow begins.
3. The first image is projected. Students have 3 mins (time dependent on year level/learning needs/context, etc.) to respond in writing to the image.
4. Teacher rings a bell, and the image changes. Repeat.
5. At the end of the activity students choose 1 prompt they connected with and extend their 3-min attempt to a more detailed piece of writing.
6. Students pair and share their work, then teacher spotlights a few for sharing with the class.



ATTIVITÀ 7: VIEWING AS ORAL PROMPTS

1. The teacher prepares a slideshow of approx. 10 images [I recommend using the timing option on PPT]
2. The class sits, ready to write, as the slideshow begins.
3. The first image is projected. Students have 3 mins (time dependent on year level/learning needs/context, etc.) to respond orally to each image with a partner.
4. Teacher rings a bell, and the image changes. Repeat.
5. At the end of the activity students choose 1 prompt they connected with and extend their 3-min oral attempt to a more detailed oral presentation.
6. Students pair and share their work, then teacher spotlights a few for sharing with the class.

ATTIVITÀ 6/7: EXAMPLES

- **FAMIGLIA:** a series of family images/family members – students can describe physical traits, clothing, create identities, etc.
- **CIBO:** a series of dishes/ingredients/agricultural settings/set tables – students can describe the food, taste, smell, etc.
- **ITALIA:** a series of tourist locations and idyllic settings – students can describe the locations, pretend they are there, write an Instagram post from there, etc.
- **VACANZE:** a series of weather-themed images showing people on holiday – students write from the perspective of someone on holiday there, ‘*se potessi viaggiare...*’, etc.

ATTIVITÀ 8: 'CAPTION THIS!'

1. Students are presented with an image
2. Taking time to consider the 'gaze', context and message of the image, they 'caption' the image in Italian
3. The students share their captions
4. A new image is introduced...

... let's try a few together









ATTIVITÀ 9: VIEWING AS STIMULUS

1. Teacher presents class/groups/students with a text-less image
2. Students try to make sense of the image in either written or oral form by discussing what they believe the message/story behind the image might be
3. Students share ideas as a pair and share/group/class
4. Teacher presents the class with the title of the matching article. Students analyse the title, adding a layer of meaning to the image. Again, they share ideas
5. Teacher presents full text to the students who read/analyse for meaning. Group discussion of the content follows
6. Grammatical analysis follows

E.G. IMAGE PAIR 1



What do you think the students will say?

E.G. IMAGE PAIR 1

Carnevale, ma voi dite frappe, bugie o chiacchiere? Ecco il dolce dai mille nomi



Storia, leggende, e una ricetta storica del piatto simbolo della festa più colorata dell'anno. [I dolci del carnevale](#) / [Seguici anche su Facebook](#)

di IARA DI LINA

E.G. IMAGE PAIR 2



What do you think the students will say?

E.G. IMAGE PAIR 2

A dieta con il diario, bastano 14 minuti al giorno per dimagrire



Segnare ogni alimento consumato nella giornata in un diario alimentare è estremamente utile per perdere peso. Molte persone credono che sia una strategia difficile ma una ricerca sostiene che si tratta di una strategia vincente

di MARTA MISSO

E.G. IMAGE PAIR 3

1 Cancella il verbo che NON è adatto.

• La mamma	cucina.	stira.	tramonta.
• Il sole	illumina.	gela.	sorge.
• Il cavallo	canta.	corre.	nitrisce.
• L'acqua	scorre.	lava.	dorme.
• Lo scoiattolo	vola.	salta.	rosicchia.
• Il papà	lavora.	legge.	gracida.

2 Inserisci un verbo adatto.

What do you think the students will say?

E.G. IMAGE PAIR 3

La mamma? Stira e cucina. Il papà lavora. Polemiche sull'esercizio nel libro per le elementari

1 Cancella il verbo che NON è adatto.

• La mamma	cucina.	stira.	tramonta.
• Il sole	illumina.	gela.	sorge.
• Il cavallo	canta.	corre.	nitrisce.
• L'acqua	scorre.	lava.	dorme.
• Lo scoiattolo	vola.	salta.	rosicchia.
• Il papà	lavora.	legge.	gracida.

2 Inserisci un verbo adatto.

• Il ghiro va

«Influvio di commenti negativi sui social per il testo che propone ai bambini di scegliere i verbi più "adatti"»

SALVO INTRAVAJA

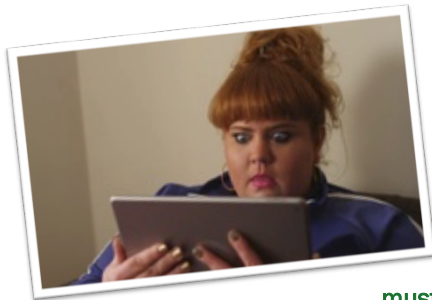
Now, let's talk about clips/scenes/films...

WORKING WITH...

CLIPS/SCENES/FILMS



SELECTING CLIPS/SCENES/FILMS:



level appropriate
check for video quality
download from YouTube
stream from apps
DVDs

context dependent

must be watched in full prior to screening

[your benefit and obligation]

be mindful of 'Director's Cut' editions and special releases

ITALIAN FILM CLASSIFICATION – ATTENZIONE!

T: Film per tutti

V.M. 14: Vietato ai minori di 14 anni

V.M. 18: Vietato ai minori di 18 anni

‘Notte Prima degli Esami’: ‘T’ – still contains sexual references, nudity, drug references, profane language, adult themes



Watch everything in full.

Advise College admin.

They can still be screened with caution.

Seek parental consent, if necessary.

WHAT TO LOOK OUT FOR:

CLIPS / SCENES / FILMS

context

characters

relationships

language

plot

mise-en-scène

TO SUBTITLE, OR NOT TO SUBTITLE?

SUBTITLES

- Focus is on 'reading'
- Listening is disengaged
- Students follow along
- Deductive experience
- 'Set' and forget

NO-SUBTITLES

- Focus is on listening
- Harder to understand and follow the action
- Students take greater notice of the *mise-en-scène*
- Inductive experience
- Teacher may need to explain parts

ATTIVITÀ 10: FINISH THE SCENE

1. Teacher selects a clip which includes dialogue between characters
2. As the class watches the clip the teacher pauses it at a crucial moment
3. Teacher selects students to 'finish' the dialogue of the characters and perform the remainder of the scene to the class. (Ideally, off the cuff, or with a moment to prepare/draft if needed)
4. Performance to the class
5. Class then watches the original ending of the clip

ATTIVITÀ 11: REGISTER CHANGE

1. Teacher selects a clip which includes dialogue between characters using either of the *informale/formale* registers
2. Class watches the clip, followed by a discussion of the register and context
3. Teacher presents the transcription of the dialogue (or, alternatively you can do this as a class), and students switch the dialogue to the opposite register
4. Students break into groups/pairs and practice the new version of the clip
5. Groups are chosen to present their interpretation of the new text
6. Discussion follows regarding the power of language register in context

ATTIVITÀ 12: GUESS THE CONTEXT

1. Teacher selects a clip which includes dialogue between characters that will make for interesting interpretation. Hint: interesting location, situation, characters – the weirder the better!
2. Class watches the clip (no subtitles!) on mute and must unpack the context of the vision
3. Students write a description of what they believe has taken place, or even some dialogue they 'expect' to hear
4. Class share ideas aloud and select the 'most likely' elements – you can take a vote

ATTIVITÀ 13: TOP AND TAIL VIEWING

1. Teacher selects a clip which includes dialogue between characters that will make for interesting interpretation
2. Teacher screens clip at the mid-point, stopping it short
3. Students watch the clip without subtitles and must write the dialogue that comes before the clip, as well as the dialogue that follows.
4. Students pair and share, and share as a class
5. The original clip is screened and unpacked



ATTIVITÀ 14: CONTEXT FOCUS

1. Teacher selects a series of clips, or scenes from a film the students have no knowledge of
2. The footage is watched without subtitles
3. Post-viewing, students deconstruct what they have understood and make meaning from discussion with a partner
4. Students focus on the key points of the 'Viewing poster' by way of oral feedback to the class
5. Teacher discusses the wider context of the film
6. Vision can be watched again with the subtitles



ATTIVITÀ 15: LANGUAGE FOCUS

1. Teacher selects a scene/clip to be watched without subtitles
2. Teacher selects a 30sec selection of that scene, which is watched on-repeat as students attempt to reconstruct the script/dialogue/language they hear (this could take 20+ repeats of that 30 sec selection)
3. After each 5 repeats, the teacher begins to 'build' the text on the board using feedback and responses from the students
4. As the dialogue is nearing completion, the teacher draws attention to (doesn't correct!) to any issues or areas that need an extra listen or tweak
5. Once the text is as good as can be, the teacher corrects what's on the board and students make amendments in their books

Let's try this together now:



RESOURCES

YouTube

Netflix/Stan

Vimeo

Alma.tv (YouTube)

Italia.it (YouTube)

Rai (site & RaiPlay)

Instagram (yes!)

SBS

SBS OnDemand
(site & app)

Coccole Sonore

DVDs

Streaming apps

Publisher sites

CLASSROOM RESOURCES



Reminder posters for students to reference in the classroom
Email me for 'share' access
High resolution colour PDF

FURTHER READING

Google search:

Jenna Lo Bianco
Teaching Italian the
'Italian way'



CONTACT:

Want to chat?
Network?
Share ideas?
Ask questions?



jennalobianco@hotmail.com
Linkedin: 'Jenna Lo Bianco'
Instagram: the.italian.teacher