Italian at St Joseph’s, Bardon 2014

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What is the Languages Curriculum?

Language is more than just a code, (language is more than words and a series of rules that connect together):

Language is:

- Interpreting and making meanings.
- A way of seeing, understanding and communicating about the world.
- A daily social practice in which to participate and to establish and maintain social and interpersonal relationships.
Why study languages?

- The ability to speak two languages can make bilingual people better able to pay attention than those who can only speak one language, a study suggests. (April, 2012)

- Scientists have long suspected that some enhanced mental abilities might be tied to structural differences in brain networks shaped by learning more than one language, just as a musician’s brain can be altered by the long hours of practice needed to master an instrument. (April, 2012 The Wall Street Journal)
Why Italian?

• Italian has been taught in Australian schools and universities since the 1930s. At this time it was offered alongside French and German as a ‘language of culture’. Italian curricula borrowed a strong literary and grammatical emphasis from the precedent of Latin. The language is valued as providing access to the rich literary, musical and artistic heritage of Italy.

• *The Australian Language Curriculum* – Italian and Chinese were the first P-12 Language documents to be developed and trailed.
Italian belongs to the Romance family of languages and is well-connected to its ‘sibling’ languages of Spanish, Portuguese and French. It has commonalities and connections with English, sharing many Latin-derived words and operating with the same roman alphabet. The meaning of many Italian words can be instantly recognised through their similarity to English.

Phonologically, Italian is relatively accessible to the English-speaking learner. It is a mostly phonetic language, pronounced generally as it is written, which is helpful in terms of literacy development and especially the development of listening and speaking skills. There is clear emphasis on all syllables, intonation follows regular rhythms and patterns, and words end in a vowel.
Learning Intentions for 2014

“LANGUAGES TEACHING AND LEARNING ACTION LEARNING CYCLES
Project 2013 – 2014

• Integrate, Create, Interact and Participate actively to learn a foreign language by using collaborative partnerships to plan for teaching of language, culture and intercultural understanding.

• Show-case children's learning on Italian Day around the theme of “Carnevale in Italy”.

• That we can learn not only to communicate in the Italian language but deepen our understandings about the people, the country, the traditions, food, art, faith, culture and history of Italy.
SIGNS OF SUCCESS:
Success Criteria

Students will
- Identify English words that are derived from Latin/Italian
- Be able to communicate in Italian and about Italian life and culture
- Engage in real life Italian conversations and activities
- Understand their historical connections to Italy as Australians
Resources

- Ideas resourced from the text: “Teaching and Learning Languages: A guide” by Angela Scarino and Anthony Liddicoat (Australian Government: DEEWR)
- Melbourne Declaration: Australian Curriculum: Languages, 2013
- Draft: Foundation to Year 10 Australian Curriculum: Languages – Italian