Strengthening the learning and teaching of Italian, K-12.

Learning Italian in a changing world

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Anna Rita Tamponi
Ufficio Educazione e Cultura
canberra.culturale@esteri.it

ITALIAN IN THE WORLD -2016

n.	paese	totale studenti	n.	paese	totale studenti	n.	paese	totale studenti
1	Australia	314.626	40	Camerun	4.949	79	Panama	1.055
2	Francia	274.898	41	Bulgaria	4.719	80	Etiopia	1.029
3	Germania	237.910	42	Senegal	4.687	81	Vietnam	1.000
4	Stati Uniti	203.928	43	Costa Rica	4.644	82	Kazakhstan	956
5	Austria	86.288	44	Bolivia	4.289	83	Armenia	807
6	Argentina	84.106	45	Ecuador	4.251	84	Malaysia	641
7	Egitto	79.149	46	Slovacchia	4.106	85	Gabon	526
8	Albania	78.313	47	Sud Africa	3.848	86	Azerbaigian	493
9	Brasile	70.381	48	Macedonia	3.776	87	Lettonia	463
10	Croazia	60.641	49	Danimarca	3.306	88	Emirati Arabi Uniti	454
11	Canada	40.416	50	Corea	3.287	89	Congo	407
12	Tunisia	40.369	51	Paraguay	3.169	90	El Salvador	407
13	Regno Unito	39.722	52	Ucraina	3.080	91	Zambia	344
14	Serbia	36.627	53	Nuova Zelanda	2.745	92	Kosovo	330
15	Giappone	31.817	54	Guatemala	2.727	93	Nicaragua	329
16	Polonia	30.113	55	Taiwan	2.706	94	Mozambico	300
17	Spagna	25.341	56	Malta	2.661	95	Estonia	279
18	Perù	16.214	57	Israele	2.655	96	Uzbekistan	278
19	Montenegro	15.503	58	Moldavia	2.634	97	Sudan	261
20	Belgio	14.978	59	Norvegia	2.547	98	Palestina, Terr.	251
21	Algeria	14.747	60	Bielorussia	2.401	99	Angola	250
22	Slovenia	14.733	61	Cuba	2.363	100	Kenya	250
23	Ungheria	14.221	62	Portogallo	2.298	101	Oman	231
24	Venezuela	13.294	63	Repubblica Ceca	2.124	102	Islanda	205
25	Turchia	12.728	64	Iran	2.095	103	Arabia Saudita	191
26	Svezia	10.864	65	Giordania	1.973	104	Togo	176
27	Federazione Russa	9.391	66	Irlanda	1.834	105	Pakistan	106
28	Messico	8.807	67	Georgia	1.786	106	Zimbabwe	87
29	Colombia	8.257	68	Monaco	1.707	107	Nigeria	58
30	Rep. Popolare Cinese	7.071	69	Bosnia-Erzegovina	1.618	108	Turkmenistan	42
31	Finlandia	6.949	70	India	1.608	109	Myanmar	40
32	Grecia	6.751	71	Lituania	1.437	110	Kuwait	30
33	Uruguay	6.695	72	Rep. Dominicana	1.435	111	Uganda	25
34	Romania	6.353	73	Lussemburgo	1.367	112	Bahrein	15
35	Marocco	6.295	74	Indonesia	1.346	113	Rep. Pop. Dem.di Corea	13
36	Cile	5.912	75	Singapore	1.215	114	Bangladesh	12
37	Paesi Bassi	5.547	76	Thailandia	1.179	115	Qatar	4
38	Cipro	5.328	77	Eritrea	1.168			
39	Libano	5.270	78	Filippine	1.149			

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ITALIAN IN AUSTRALIA
2016
Students of Italian :   314, 626

1- CORSI DEI LETTORI
2- Universita
7 - Dante Alighieri
3 – scuole bilingui
5- IIC
6 – Enti Gestori
4- scuole locali

1 **1- CORSI DEI LETTORI**
2 **2- Universita'**
3 **3 – scuole bilingui**
4 **4- scuole locali**
5 **5- IIC**
6 **6 – Enti Gestori**
7 **7 - Dante Alighieri**
8 **8- Altro**

ITALIAN IN AUSTRALIA
2016

5° most spoken language at home (Mandarin, Arabic, Cantonese, Vietnamise - census 2016)

1 Milion people of Italian origin

4° most studied language in year 12 enrolments

# Year 12 enrolments in tertiary-recognised languages, Australia, 2006-2016 (%)

Language	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Japanese	19.8	18.6	19.0	19.3	19.8	19.7	20.1	19.7	20.0	20.7	20.5
French	18.2	18.7	19.0	18.5	19.6	20.1	21.1	20.9	20.6	20.1	19.9
German	9.1	9.4	9.0	7.7	7.8	7.6	7.7	7.5	7.8	7.2	7.4
Chinese	18.9	19.0	20.0	22.3	20.2	19.7	18.7	19.1	19.7	20.0	19.7
Italian	9.5	9.1	8.0	8.6	8.6	9.0	9.3	9.4	8.8	9.8	9.6
Indonesian	6.4	5.8	5.0	4.6	4.8	4.5	3.9	4.2	4.1	4.0	3.8
Greek	1.8	2.5	2.0	2.1	2.2	2.0	2.1	2.2	2.4	2.3	2.2
Vietnamese	2.3	2.6	3.0	3.2	3.2	3.5	2.9	2.9	2.7	2.3	2.5
Spanish	2.7	2.8	3.0	2.7	2.9	2.8	3.2	3.0	3.4	3.1	3.0
Arabic	2.0	1.9	2.0	1.7	1.7	1.9	1.7	1.7	1.8	1.7	2.0
Other	9.3	9.6	10.0	9.2	9.2	9.2	9.2	9.5	8.8	8.9	9.5
All	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

2016

Japanese	20.5
French	19.9
German	7.4
Chinese	19.7
Italian	9.6
Indonesian	3.8
Greek	2.2
Vietnamese	2.5
Spanish	3.0
Arabic	2.0
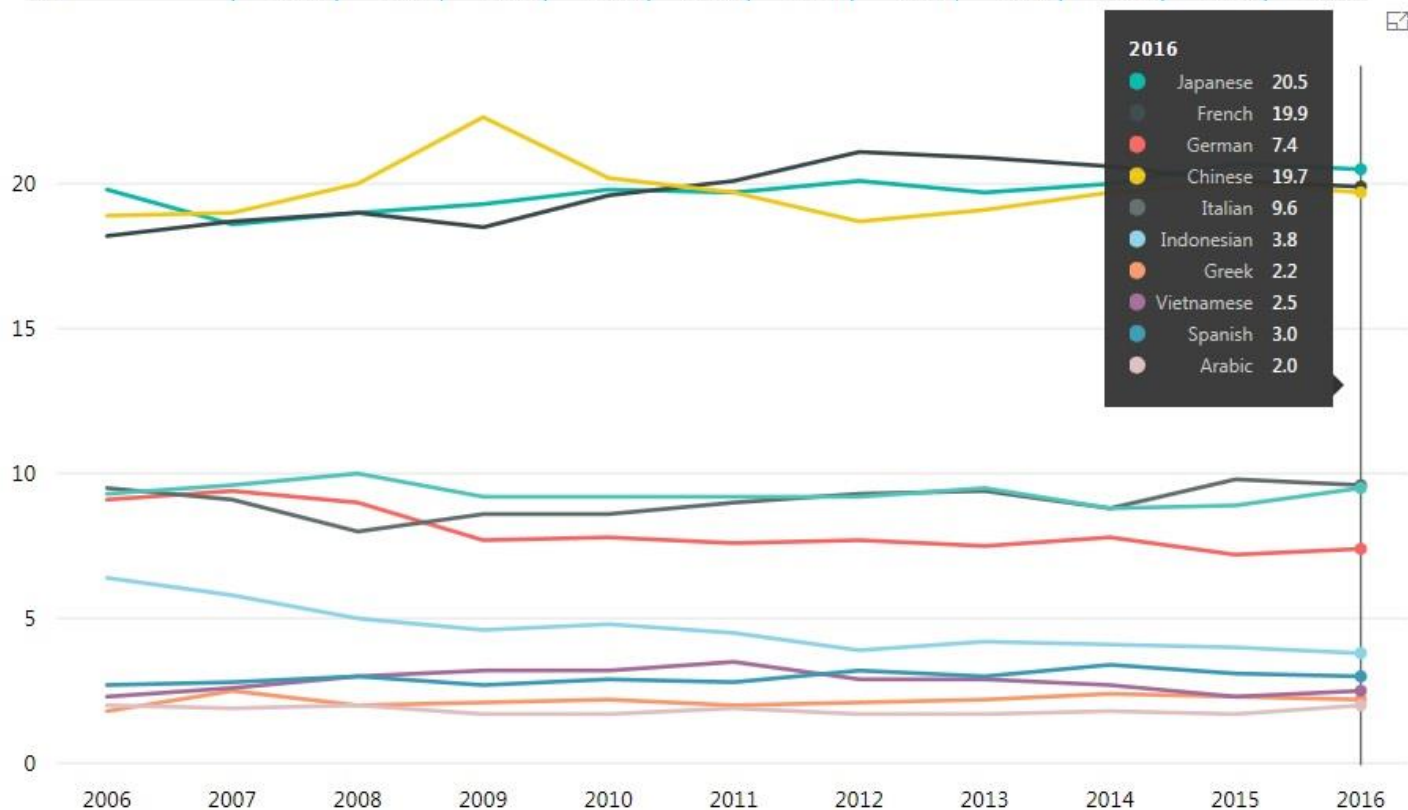
ITALIAN IN SOUTH AUSTRALIA 2015

PRIMARY	10242
SECONDARY	1961
COLLEGE	423
UNIVERSITY	428

SOUTH AUSTRALIA

- Primary
- Secondary
- College
- University

3%
3%
15%
79%
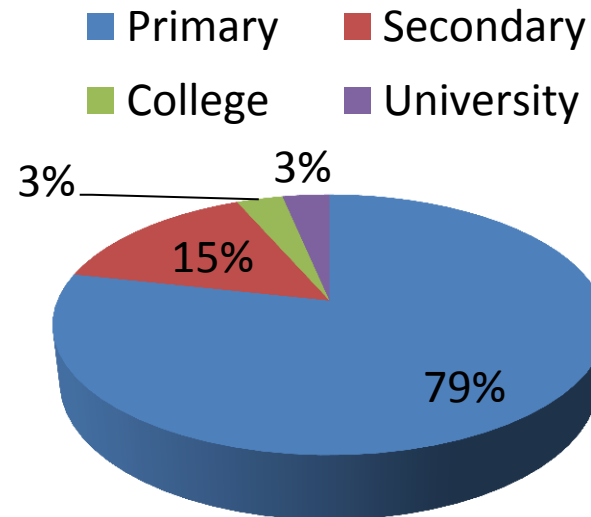
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Learning a language means to acquire a new way of thinking, of behaving, of sounding and interacting, it means stepping into a new world and a new life

linguistic   **socio-cultural**

competence.

When studying the Hopi language in the 1950s, Benjamin Lee Whorf realized that it reflected the beliefs and visions of that population and it could be understood only if the philosophical perspective of the Hopi was understood.

Shared cultural and linguistic horizon

Language communities

- associate words and ideas in a similar way because they share a common context in a cultural value system

- reflect the binomial relationship between form and content.

(Swales, 1990)

Word recognition and use turns out to be a complex procedure which requires more skill than one might think'

Aitchison, 2003

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Members of the same community share their linguistic and cultural experiences

Nel mezzo del cammin...

Se c'è Barilla...

Tremate, tremate...

Sempre caro mi fu...

Questa di Marinella è la storia vera...

Più lo mandi giù...

The purpose of teaching Italian is to accompany Australian students to share their linguistic and cultural experiences with the Italian Students in a common new and 'fluid' territory

Shared cultural and linguistic horizon

'in child language acquisition, knowledge of the world and knowledge of language are developing simultaneously whereas adult SLA builds upon pre-existing conceptual knowledge' (Nick Ellis, 2003).

L2 Classroom:
- usage of L2
- use of L2 in contexts and situations,
- foregrounding the intercultural aspects and dimensions.
- expressing personal thoughts and beliefs

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- Develop an intercultural dimension
- Develop a ***third perspective,*** inside and outside C1 and C2, which are not static but a continuous flow of changes
- Reflect on one's own cultural preferences and interpretations
- Become a dynamic and critical interpreter of reality and meaning-maker
- Develop autonomy of thought

C1   C3   C2
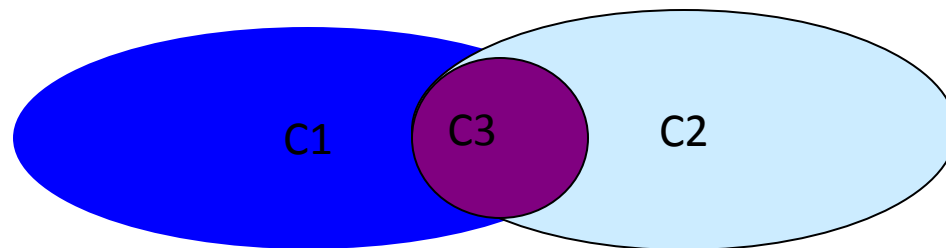
BUILDING LINGUISTIC AND INTERCULTURAL COMPETENCE

…. all at once a corner is turned and **you understand the country and your experience of it in a new way**… **You're never quite a native, but you're no longer a stranger.**

C1   C3   C2
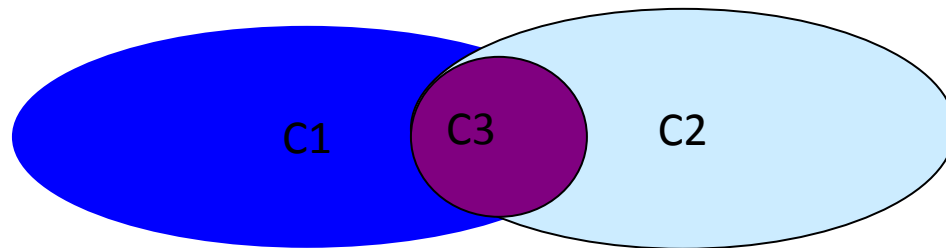
(Tim Parks 2014. *Italian Ways. On and Off the Rails from Milan to Palermo*)

LANGUAGE AND CULTURE

1. European Commission(1995: 67): "**Languages are also the key to knowing other people**. (in Byram 2008: 12)

2. Ting-Toomey (1999: viii): **language** is "the key to the **heart of culture**"

3. Byram (2008: 37-8) To speak a foreign language means to be able sometimes to put   oneself in   someone else's position, think like them, and imagine the   world of the other. **Lack of knowledge of cultural references can impede communication.**

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Key words (from the Australian Curriculum)

Communicating: Using language for communicative purposes in interpreting, creating and exchanging meaning

Understanding: Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

(Scarino & ACARA 2013)

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WHAT can be done in Australian schools and in SA?

Facilitate:

- Intercultural understanding
- Cultural awareness of students' personal background
- Contacts with Italian reality
- Real life experiences (in person and through social media and communication technology)
- Development of a critical perspective

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HOW?

2018 Strategic Objectives

Strengthening cultural and linguistic contacts between Italy and Australia

Using up-to-date **teaching tools** (books, software and hardware)

Teacher training and **scholarships**

Employing **Language assistants**

Organizing **Cultural events** (Cinema, Theatre, Dance, Music, Made in Italy…..)

Increasing the **number of students** of Italian also at secondary and University level

HOW?
PRACTICAL PERSPECTIVE

– Teacher training in intercultural competence

– Use of technology: Cinema , videos, social media, Internet, video-conferences

– Contacts with Italian reality: School exchanges and school visits

– Up-to-date teaching materials

– CLIL and Bilingual teaching

– Critical discussion of issues of interest for the students

– Confronting values and cultural dimension

– Programs for Visiting Principals/Staff/Educators/Teachers who are invited to share their views and experiences and to identify the best practices to adopt in a multicultural inclusive perspective

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(Programs offered by the Italian Government)

PROCESS TOWARDS BILINGUALISM (*AND BICULTURALISM*)

- **Immersion Programs** (CLIL) with one or more subjects taught in Italian (EX: History at Norwood Morrialta Secondary School)
- **Bilingual classes** in a school
- **Bilingual schools** with 50% of the Australian Curriculum taught in Italian, bilingual teachers in a bilingual environment (one teacher coming from Italy for at least 4 years)
- Bilingual school providing the Italian curriculum in one or more subjects, with bilingual teachers in a bilingual environment

ACTIONS in South Australia

- 2018 Strategic plan of action*(Strategy group:Ambasciata, Enti Gestori, Universita', Rappresentante CGIE)*

- Implementing MoU

- Signing bilateral and specific agreements

ACTIONS in South Australia

- **Italian Government Support:** The continued support by the Italian Government for contributions and Funds to Universities and Schools (Norwood Morrialta and University of SA) and to Dante Alighieri for Teacher Training Courses; funds for books and digital materials

- **Italian Language Assistants program**: It is important to maximise the role of Italian language assistants. Neolaureati

- **Professional Development and Training**: Focus on quality professional development and training

- **Coordinated actions of Contact with Italy:** school exchanges, educators and staff visits, best practices exchange, visits of Delegations of Principals and teachers

- **Sharing Resources**: human and professionalresources and materials

ACTIONS in South Australia

- **Increasing bilingual education:** sharing experiences with other bilingual schools in Australia with dedicated meetings

- **Increasing** the culture of **Language Certification**

- **Research** on the profile of the students who learn Italian and on their interests

CONTACT:
Scuola Alberghiera "Tor Carbone" - Roma (*Hospitality*)
Principal Cristina Tonelli

Liceo Classico Vivona – Roma (*Humanities and Classical Studies*)
Principal Daniela Benincasa

Italian Embassy Canberra
Education and Cultural Office

- COORDINATION
  - Language and Cultural activities
  - Local Agencies (Enti Gestori) and Comites actions to find adequate strategies
  - Projects to enhance the quality of the teaching of Italian
- COLLABORATION with local Educational authorities to implement
  - agreements signed with the States (MoU)
  - bilingual Schools and bilingual projects
  - Continuity in the teaching of Italian across the curriculum
- DIFFUSION
  - Information related to fundings, scholarships etc
  - Teaching materials and Resource centres
  - Information through social media : Italian Embassy Canberra (FBook Page)

GRAZIE PER L'ATTENZIONE!