

INJECTING POSITIVE ENERGY INTO YOUR LANGUAGES PROGRAM

Stanley Wang, Head of Languages



HAILEYBURY



DOUBLE LANGUAGE

Initiative 1



DOUBLE LANGUAGE

- **Chinese is the only language offered from Prep-6:**
 - 3 x 20 min for Prep-4
 - 2 x 50 min for Years 5-6
- **Languages are compulsory from Years 7-9 (4 x 50 min).**

Students choose one from:

- Japanese
 - French
 - Chinese (Non-Background)
 - Chinese (Background)
- **Students who completed their first language *well* (top 40-50%) in Semester 1 of Year 7 are *invited* to take a second language in Year 8** in place of 2 semester-based electives. (They still have room for 2 other semester-based electives.)
 - Accelerated Japanese
 - Accelerated French
 - Accelerated Chinese (Non-Background)

*Students are expected to make 2 years of progress in 1 year and join mainstream classes in Year 9.



DOUBLE LANGUAGE

- **Students who completed Year 7 Semester 1 well (top 25%) across the board in Core Subjects (E/M/S/H/L) are *invited* to sit a “Language Aptitude Test” (LAT) for consideration into the Latin Program (as their second language.)**
 - The LAT consists of linguistic puzzles, often taken from *VCE Indigenous Languages of Victoria* Written Exam or past problems from OzCLO (Australian Computational Linguistic Olympiad).
 - Students who are not interested in the Latin Program may opt out of the LAT.
 - Any borderline (25%) students who file a request for re-consideration may be considered if they received a particular high score in Maths (usually 3-4 each year).
 - Approximately half of all students who take the LAT are offered a place in the Latin Program (approximately 45 students each year.)
 - The Latin Program Information Evening consists of a presentation of certificate by the Head of Languages and the Director of MS Teaching and Learning before the Director of Academic Extension go through the details of what the program entails.



LANGUAGE, A PRESTIGE

- **The Characteristics and Power of “Years 7-9” Discourse:**
 - Black and White – prefer Yes or No pathways, ‘if... then...’
 - More convinced by quantitative arguments than qualitative arguments – use clear cut-offs
 - Over-reliance on what other students (or older siblings) say with little critical thinking – ‘... said it, so it must be true’
 - Lack of self-awareness – ‘what is best for me?’, ‘what am I interested in?’
- **Manipulating the Discourse:**
 - Prevent students talking about ‘which language am I going to *drop*?’
 - Positive / additive mindset + sense of prestige – ‘how many / which invitation did you receive?’, invitation into an ‘Accelerated’ course
 - Opt-out model for the LAT – some may forget to opt out; ‘not interested in Latin, but wouldn’t mind giving it a go anyway just to see what I can do, or just for an experience’
 - Low-cost – there is still room to do 2 semester-based electives (music, art, drama, ICT)



LANGUAGE, A PRESTIGE



- **Reality Check:**

- Latin Information Evening:

- Presentation to reward them for getting to where they are
- Student speakers – both those who have continued and those who haven't
- Expectations – online/web-based lecture; at least 30 minutes of homework every night
- One holiday class (last Friday) every term
- Comparison to selecting another modern language (small, 'boutique classes', but two years of progress in one expected)

- 2nd Modern Language Selection:

- Term 1A (3-4 weeks of early start) – first assessment (due end of year) is symbolic of the rigour expected (e.g. Chinese – recognition and writing of 40 characters, Japanese - all hiragana)
- Year 8 Trips, only open for those enrolled in the language



YEAR 9 EXTENSION

Initiative 2



YEAR 9

- **Typical story:**
 - Wide gap between in proficiency levels
 - Disengagement from the start of the year (or May – subject selection)
 - Behaviourally challenging or difficult to engage
- **Pre-2016 – “Differentiated Program”**
 - More scaffold provided in class activities or assessment tasks
 - Aim to re-join the mainstream in Semester 2, or at least finish the 3 years with an overall positive experience from Languages
 - Issues:
 - Perverse incentives
 - Who gets to be in it?
 - Reporting nightmare (same box and whiskers?)

**Learning a new language takes
guts.
After all, it's...**



YEAR 9

- **2017 – Trial of the “Extension Program”**
 - Opt-in unit by unit – if no specific preference indicated, automatically renewed
 - 10% bonus available in Writing and Speaking assessment tasks, if mastery of Extension Program material shown (additional vocabulary or grammar):
 - For the “risk-averse” – buy room for silly mistakes
 - Possibility of getting 100%+ (in reality, not a problem for reporting)
 - Self-directed learning materials – teachers offer feedback only if students proactively submit the work; if extension students finish the classwork early, they may use the time to go through the self-directed materials
 - Small classes have seen peer pressure to do it *together*
 - What happens if the strong kids are too lazy, and the weak kids are too keen?
 - “Win-win” for the relationship building.



ATTITUDE TOWARDS LANGUAGES

Initiative 3



SURVEY QUESTIONS 1-5

- **Language learning as an enjoyable experience:**

“I enjoy my language classes.”

- **Appreciation of linguistic and cultural diversity:**

“Through language learning, I get to see how other cultures view the world differently.”

- **Language learning based on an economic rationale:**

“I believe speaking another language would give me more options with jobs and studies in the future.”

- **Language learning based on a social rationale:**

“By being able to speak another language, I can make friends and feel more connected with the rest of the world.”

- **Language as a basic human capability:**

“I believe everyone has the capability to speak two languages.”



SURVEY QUESTIONS 6-10

- **Language learning in the Australian context:**

“I believe Australians should make an effort to learn another language (other than English).”

- **Language as an identity marker:**

“I believe that some people in Australia speak another language to feel more connected with their cultural heritage.”

- **Language learning as a way of learning about self:**

“I learn more about my own language and culture through studying another language.”

- **Language learning as a way of exploring how languages work as a system:**

“Once I learn one language, learning another one in the future becomes easier.”

- **Language learning as worthwhile exercise:**

“I think that learning a language is a satisfying and rewarding experience.”



| | | Semester One | | | Semester Two | | | +/- |
|--|---------------|--------------|----------------|-------|--------------|----------------|-------|--------|
| | | Agree | Strongly Agree | Total | Agree | Strongly Agree | Total | |
| My language class is enjoyable | Year 7 | 45.48 | 39.80 | 85.28 | 34.42 | 39.86 | 74.28 | -11.00 |
| | Year 8 | 40.00 | 32.50 | 72.50 | 34.88 | 35.59 | 70.47 | - 2.03 |
| | Middle School | 42.83 | 36.27 | 79.10 | 34.88 | 37.37 | 72.25 | - 6.85 |
| | Year 9 | 44.74 | 17.72 | 62.46 | 39.08 | 21.84 | 60.92 | - 1.54 |
| | Compulsory | 43.53 | 29.50 | 73.03 | 36.05 | 32.76 | 68.81 | - 4.22 |
| | Senior School | 45.39 | 26.19 | 71.58 | 42.19 | 29.00 | 71.19 | - 0.39 |
| | Whole School | 44.29 | 30.56 | 74.85 | 38.45 | 33.27 | 71.72 | -3.13 |
| | | | | | | | | |
| It is interesting to understand how other cultures see the world differently through learning their language | Year 7 | 45.82 | 39.46 | 82.28 | 42.60 | 36.82 | 79.42 | - 2.86 |
| | Year 8 | 42.45 | 31.65 | 74.10 | 39.86 | 33.10 | 72.96 | - 1.14 |
| | Middle School | 44.19 | 35.70 | 79.89 | 41.21 | 34.64 | 75.85 | - 4.04 |
| | Year 9 | 44.44 | 24.02 | 68.46 | 42.91 | 25.67 | 68.58 | + 0.12 |
| | Compulsory | 44.29 | 31.43 | 75.72 | 41.85 | 32.00 | 73.85 | - 1.87 |
| | Senior School | 44.93 | 33.43 | 78.36 | 44.24 | 36.80 | 81.04 | +2.68 |
| | Whole School | 44.75 | 34.16 | 78.91 | 42.69 | 35.69 | 78.38 | -0.53 |
| | | | | | | | | |
| Being able to speak another language allows me to have more options with jobs and studies in | Year 7 | 30.43 | 48.49 | 78.92 | 28.52 | 44.77 | 73.29 | -5.63 |
| | Year 8 | 39.43 | 36.92 | 76.35 | 32.03 | 41.28 | 73.31 | -3.04 |
| | Middle School | 34.78 | 42.91 | 77.69 | 30.02 | 42.98 | 73.00 | -4.69 |
| | Year 9 | 33.43 | 37.05 | 70.48 | 36.92 | 34.62 | 71.54 | +1.06 |
| | Compulsory | 34.29 | 40.77 | 75.06 | 32.28 | 40.56 | 72.84 | -2.22 |



LEARNING FROM THE DATA

- **Each staff receives their individual data:**
 - What kind of students do you have in your class?
 - Has their language learning experience with you changed their attitude towards languages?
 - Are they having a good time?
- **Each Head of Subject receives their subject data:**
 - Where are the rises / dips? What could explain the trend?
 - Any staff-based reasons involved?
- **Departmental-level data presented and discussed at the Whole Department Meeting (3 times a year):**
 - What is a realistic goal? Using data as “call to mission”.
 - For the small wins we can aim for each year, who are worth saving?



ENTRY AND EXIT SURVEYS

- **Basic student profile:**
 - Male or Female in single-gendered or combined class
 - Year level / Teacher / Campus
 - Language used at home (active in LOTE / passive in LOTE / English)
- **Year 7s are automatically taken to an “Entry Survey” page:**
 - Why did you choose this language over the other ones?
- **Year 9s are automatically taken to an “Exit Survey” page:**
 - Why are you leaving?
- **Anyone doing two languages are automatically taken to a “Double Languages” page:**
 - What are the popular / advantageous combinations of languages?
 - Should there be an order in which we encourage students to study the languages? (e.g. Chinese before Japanese?)



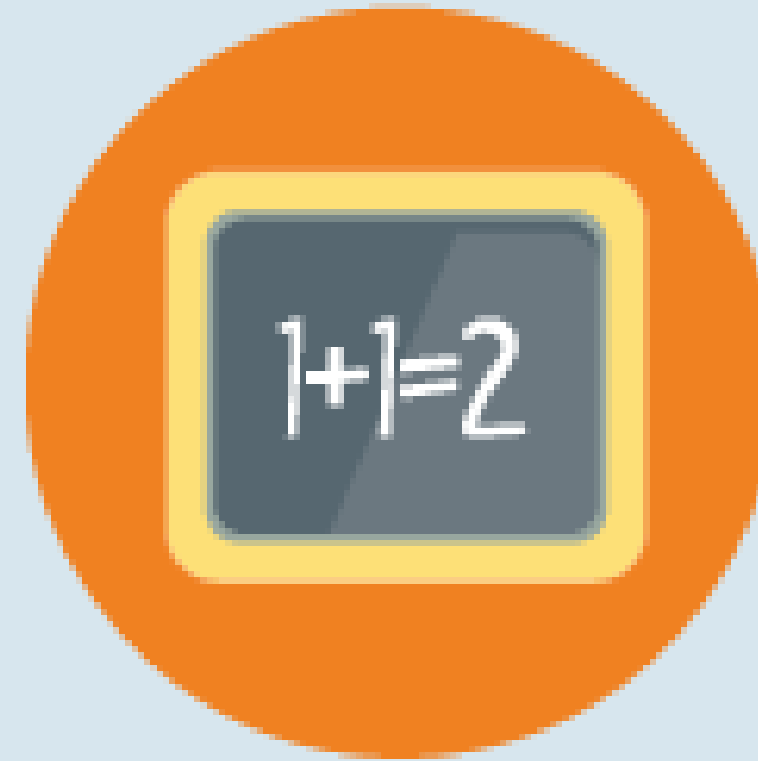
WHY SHOULD KIDS LEARN ANOTHER LANGUAGE?



BETTER COMMUNICATION



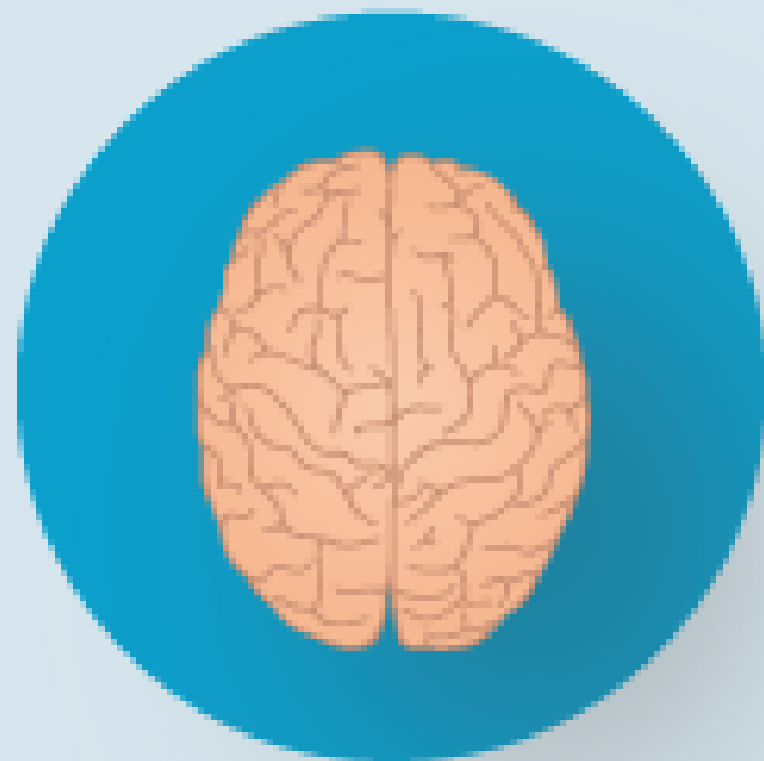
CULTURAL AWARENESS



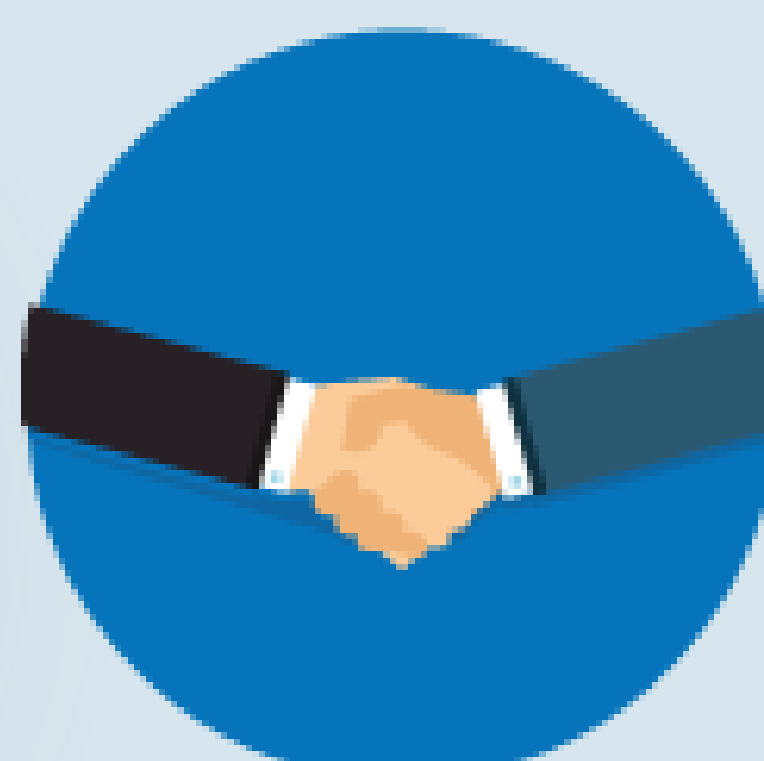
BETTER MATHS SKILLS



EASIER TRAVEL



BETTER MEMORY



INTERNATIONAL FRIENDS



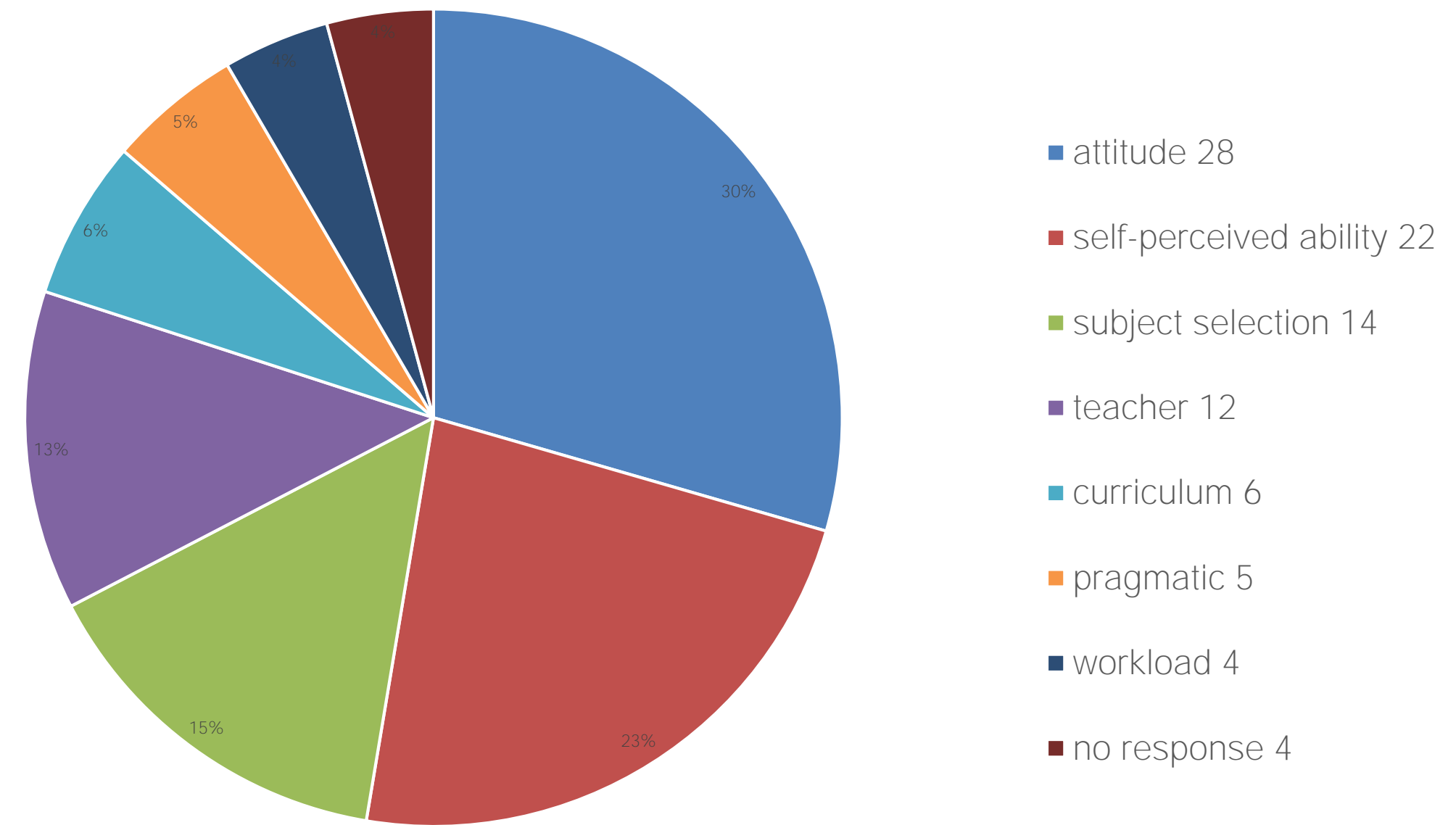
HEIGHTENED LOGIC



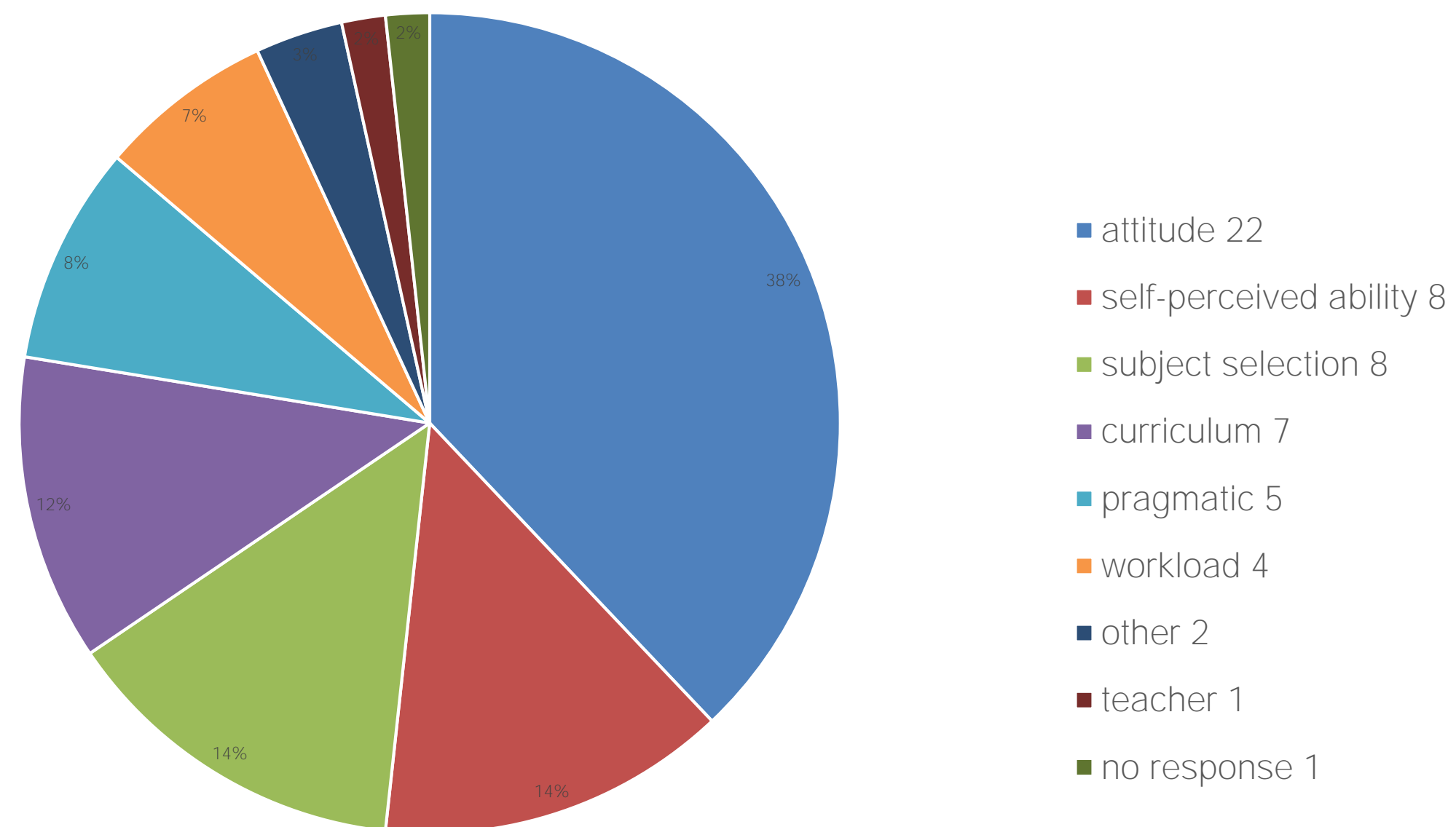
BETTER CAREER PROSPECTS

Year 9 Discontinuation (2016)

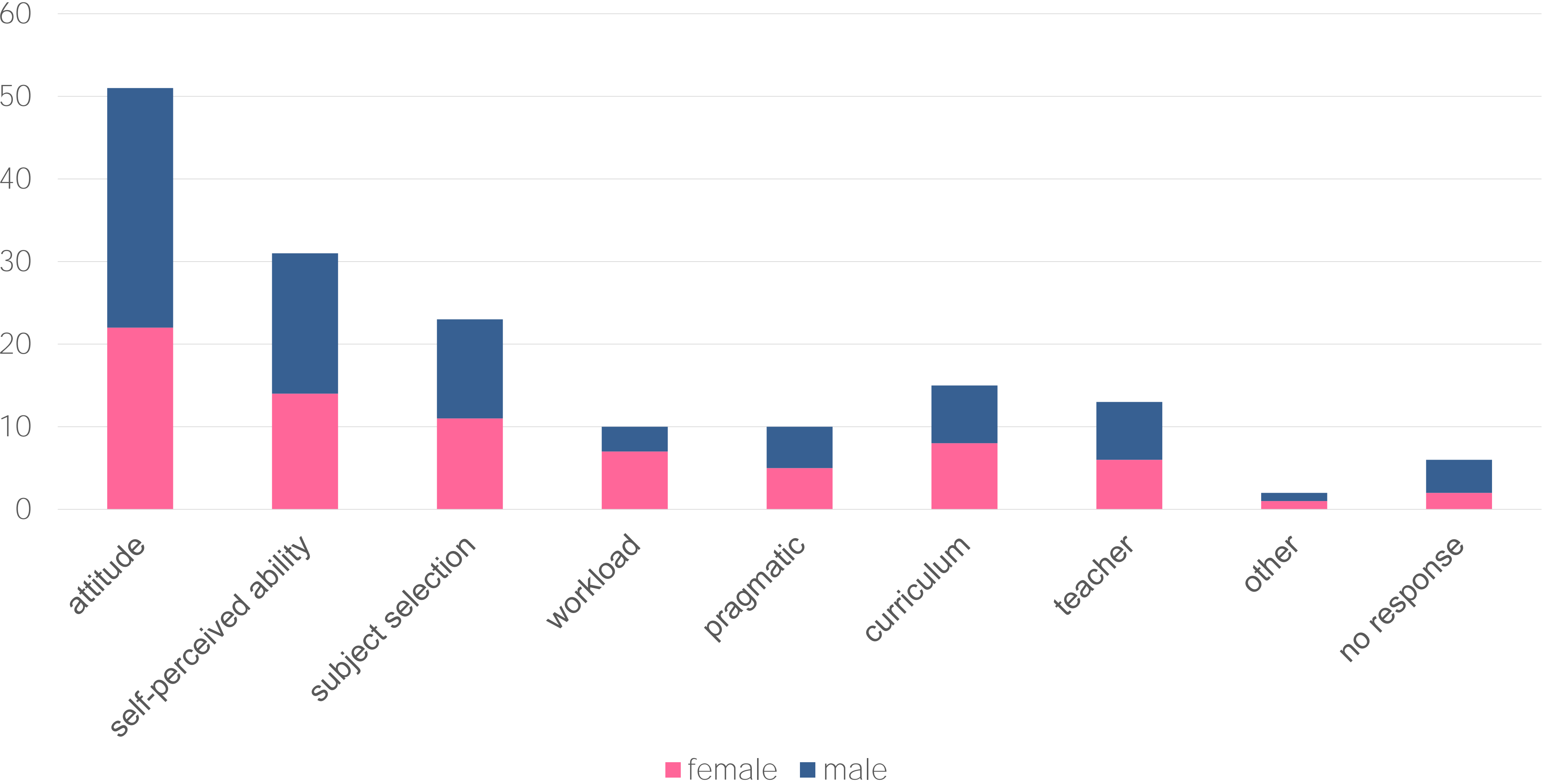
French



Japanese



Reasons for Discontinuing a Language



IN-HOUSE CAMPAIGNING

Initiative 4



BATTLING THE MONOLINGUAL MINDSET

I will never learn another
language....我永遠不會學習
另一種語言.....Je ne pourrai
jamais apprendre une autre
langue.....Ich werde nie eine
andere Sprache lernen....Я
никогда не буду учить
еще один язык

MONOLINGUALISM CAN BE CURED





Languages – See the World

学习外语·看见世界

Avec les langues, contemplez le monde

言語：世界を知る

per linguas terrarum orbem videamus



Be
the
multilingual
you.



LANGUAGES WEEK

- Ideas we have tried:
 - 3rd Language (taught by non-Languages staff), e.g. Polish, Swedish, Auslan, Vietnamese
 - Forensic linguistics session
 - Languages Assembly run by the Captains of International Outlook
 - “Monolingualism can be cured” Badges
 - My multicultural identity collage
 - Ethnic performances and workshops (external and internal)
 - Foreign language singing competition
 - Poem / tongue twister competition
 - Language Perfect Competition
 - International buffet taster
 - Stalls (okonomiyaki, yakisoba, crepes, lamb skewers)
 - Student data displays (ethnic background, home language used)
 - Community language awards
 - Language Ambassadors (not to talk, but simply to participate in class as an older brother/sister)
 - OzCLO



Location: Hong Kong

Naomi

Nationality: Australian

Uni Degree: Arts/Law

Languages: English, Cantonese,
Mandarin, Japanese, (French)

Job: Lawyer in a big
international legal firm

Rel: Ex-classmates in Japanese



Location: Warsaw, Poland

Kristian

Nationality: Australian Uni Degree: Economics

Languages: English, Swedish, Polish, (French)

Job: Media rep for Australian Embassy in Poland

Rel: Ex-colleague at The Treasury





Reality Check

WHO ARE YOUR COMPETITORS BY THE YEAR 2020?

| COMPULSORY SUBJECTS | | OPTIONAL COURSES (Elective subjects) | | COMPL. COURSES |
|---------------------|---------------|---|-----------------|--------------------|
| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 |
| Language 1 4p | History 2p | Art 4p | Advanced L1 3p | Art 2p |
| Language 2 3p | Geography 2p | Music 4p | Advanced L2 3p | Economics. 2p |
| Maths 3 3p | Philosophy 2p | Biology 4p | Advanced Mat 3p | ICT 2p |
| or | Biology 2p | Chemistry 4p | | Lab Bio 2p |
| Maths 5 5p | Total: 2–8 p | Physics 4p | | Lab Chemistry 2p |
| Ethics/Rel. 1p | | Geography 4p | | Lab Physics 2p |
| Sport 2p | | History 4p | | Music 2p |
| Total: 13–15 p | | Philosophy 4p | | Sociology 2p |
| | | Economics 4p | | Politics 2p |
| | | Latin 4p | | Theatre studies 2p |
| | | Ancient Greek 4p | | Advanced sport 2p |
| | | Language 3 4p | | Language 5 2p |
| | | Language 4 4p | | |

EUROPEAN BACCALAUREATE

VCE Equivalent across EU schools in other EU nations



Noticing
remarquer
觉察
気づく

Interacting
interagir
互动
交流する

Developing Intercultural Competencies

Comparing
comparer
比较
比べる

Reflecting
évaluer
反思
省みる



STAFF CHINESE

Initiative 5



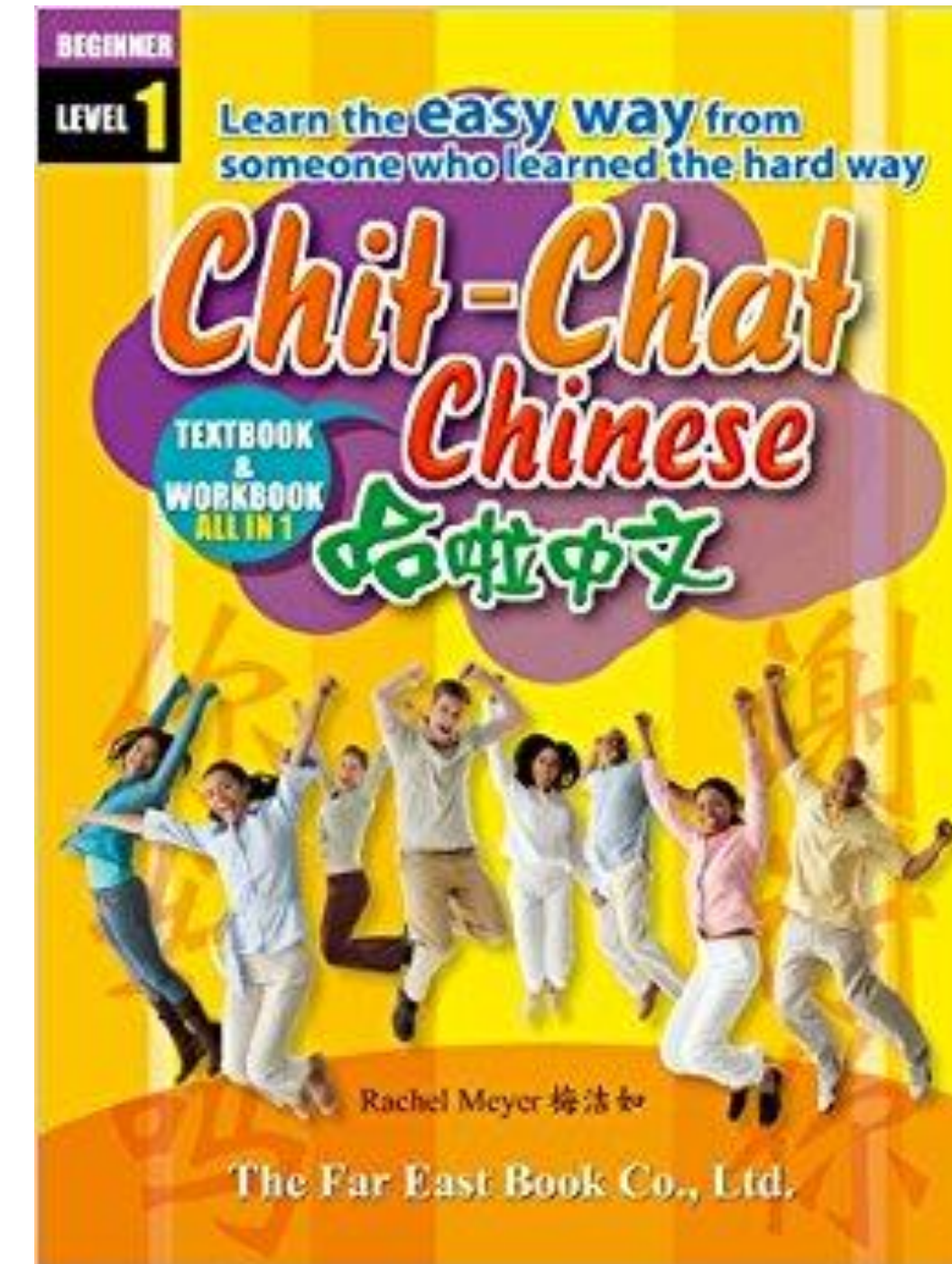
STAFF CHINESE

- Once a week from 4-5pm
- All staff (teaching or non-teaching welcome)
- Motivation:
 - Better understanding the international students
 - Supervising a China related trip
 - VCE-in-China mentor
 - Own children learning Chinese at Haileybury
 - Something fun colleague groups have dared each other to do
 - Relaxed, no pressure

学中文

[xuézhōngwén]

Learn Chinese



Free Audio
Download

Basic Spoken Chinese
Simplified Characters
Tailored to English Speakers
Safely Handy

63 Chinese Characters
60 Useful Expressions
329 Everyday Vocabulary

中文, 你好
By Victor Polansky

A beginner's
Mandarin course
for adults

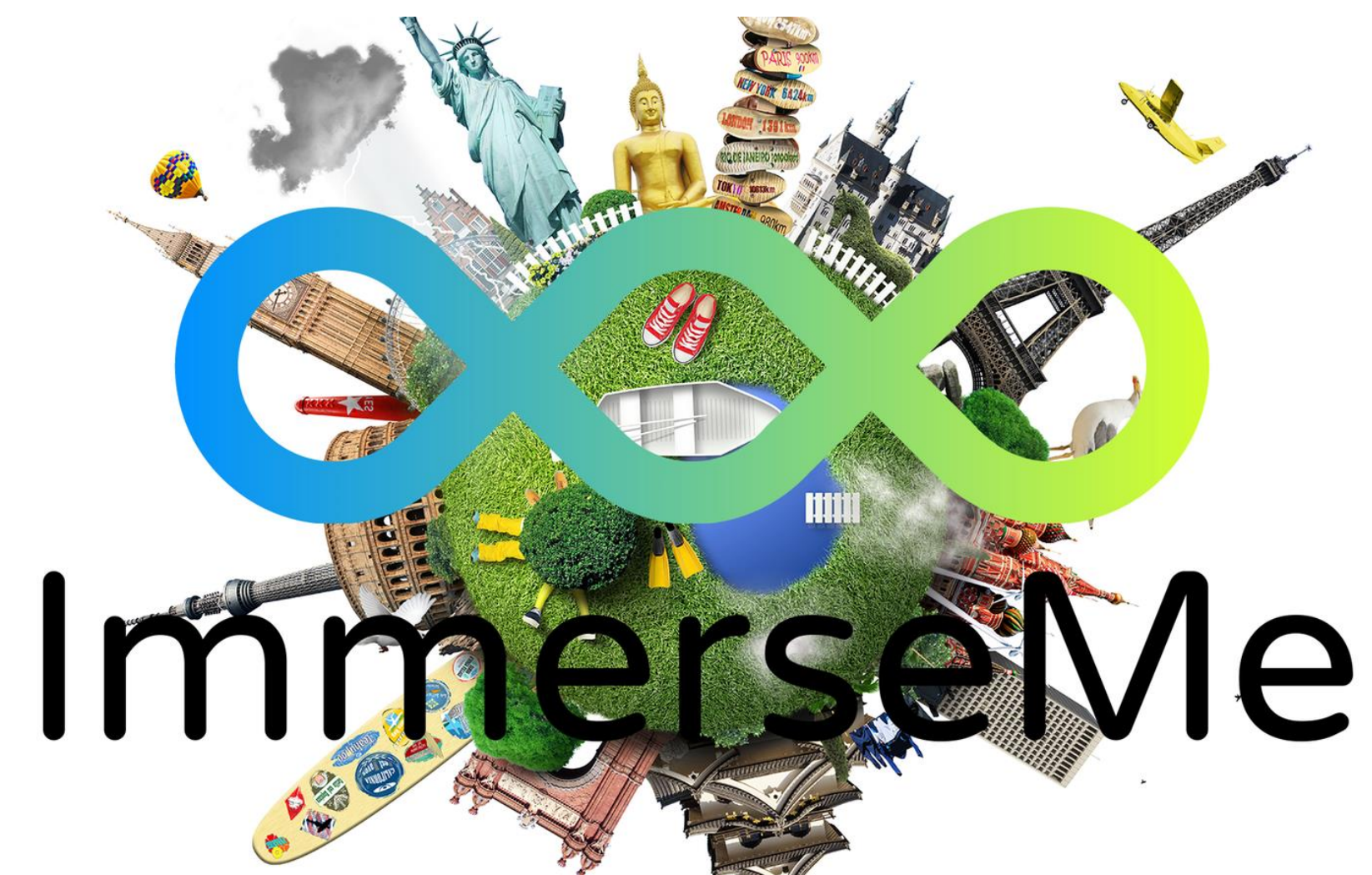
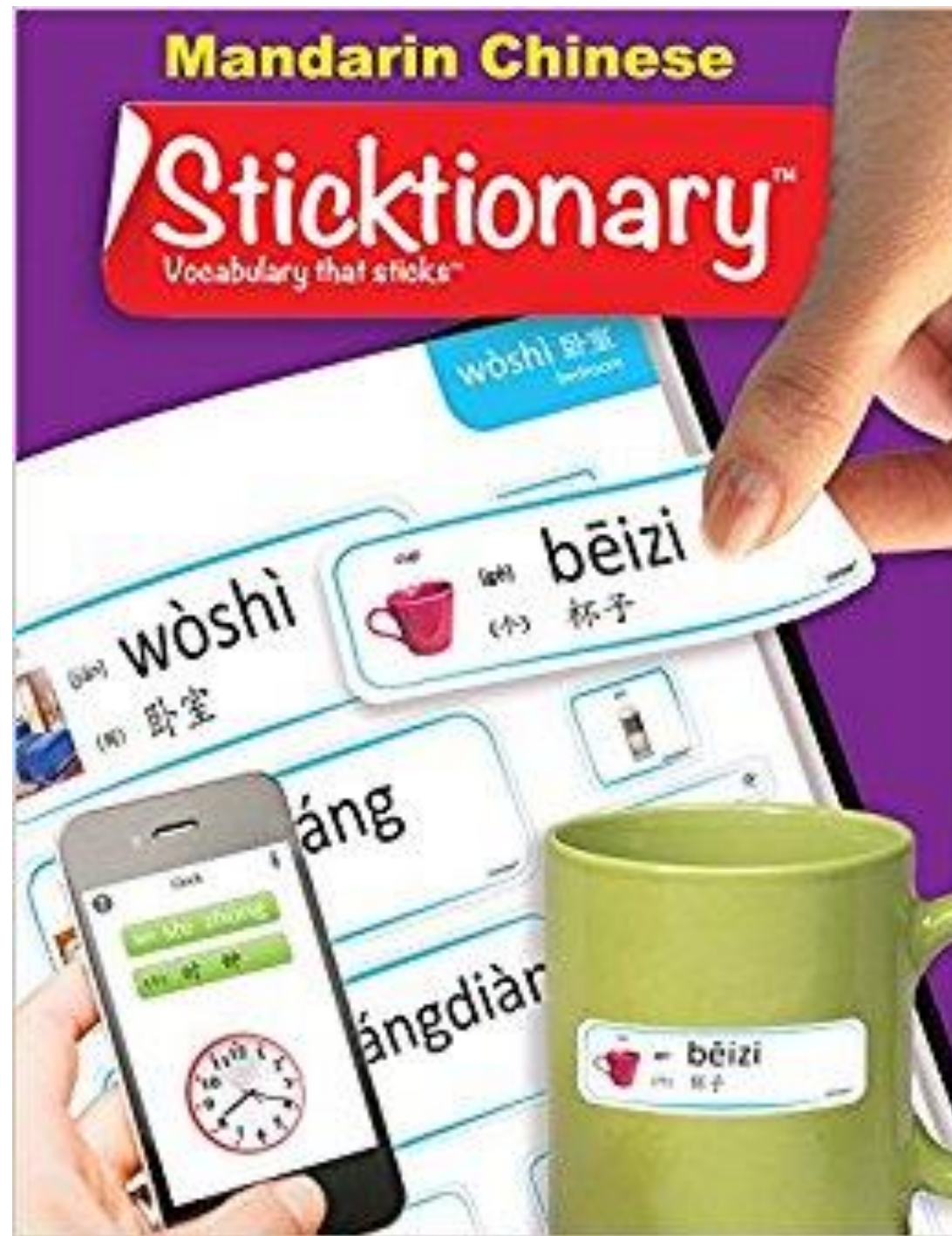
Ease
into
Chinese



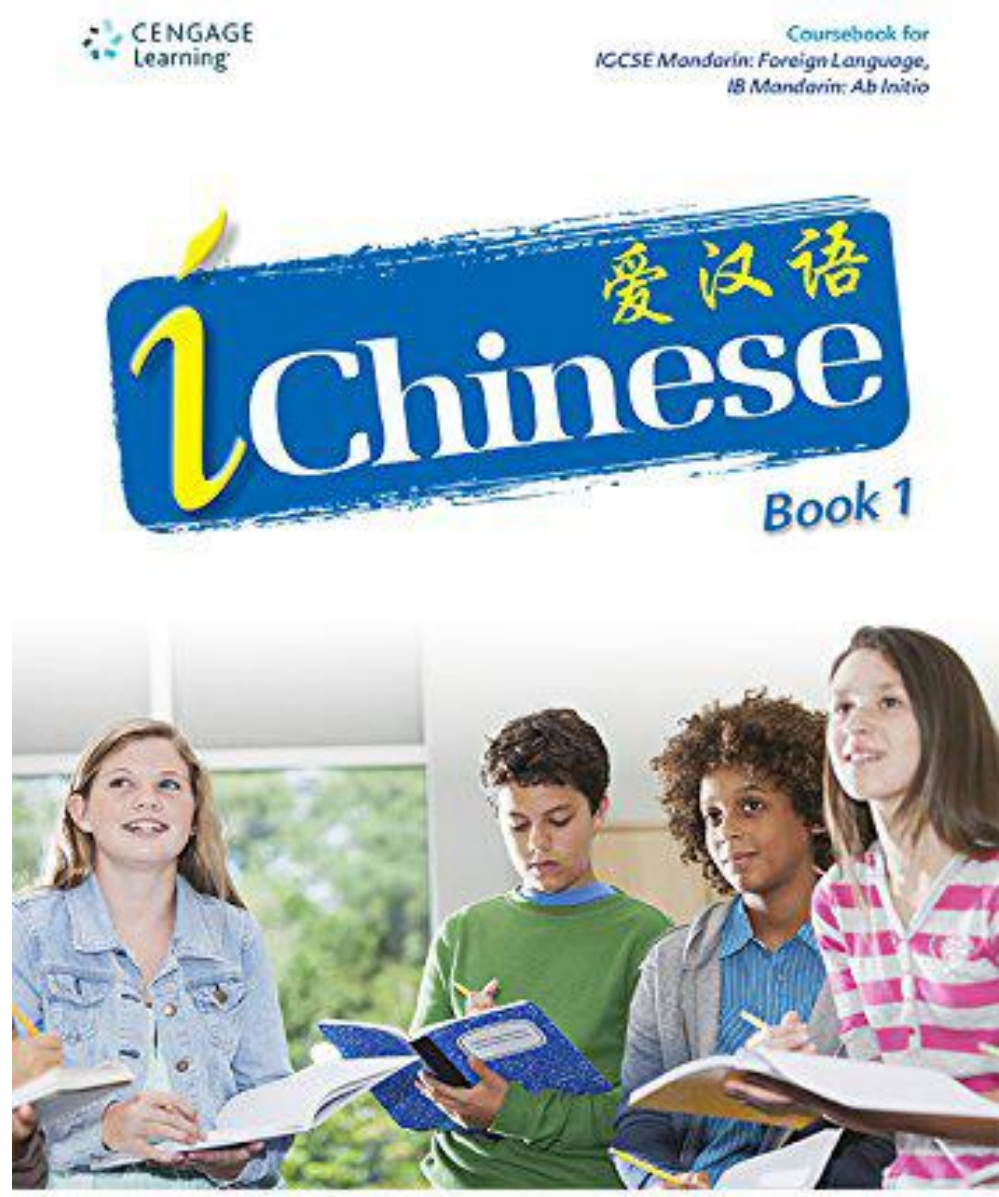
TRYING NEW THINGS!

Initiative 6

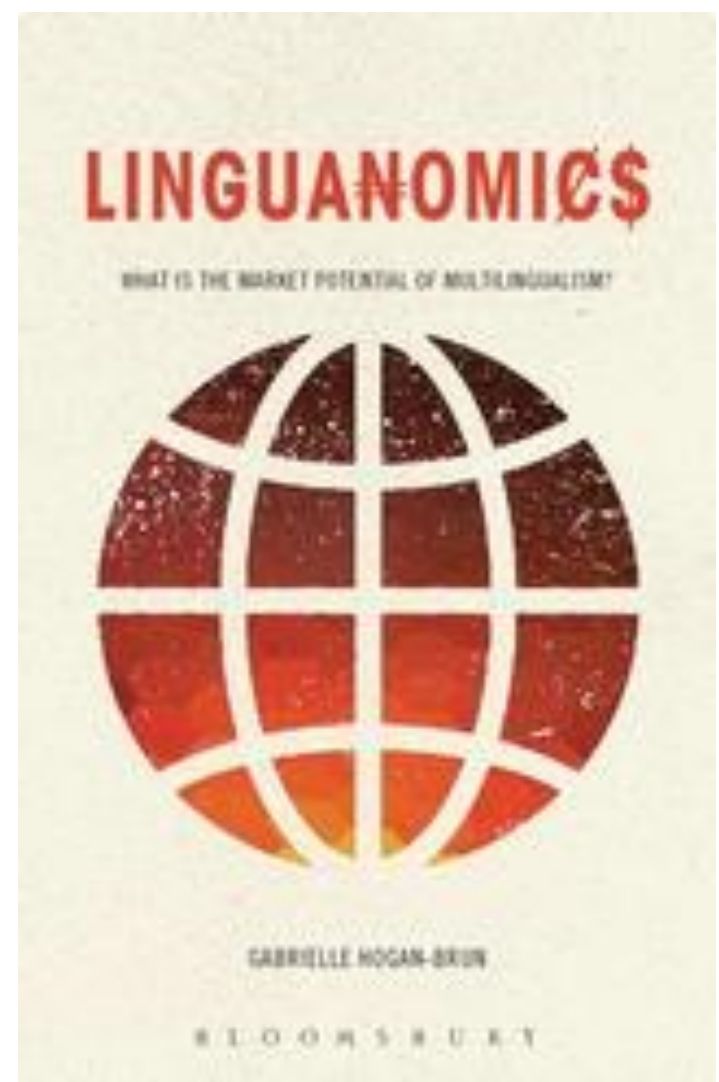
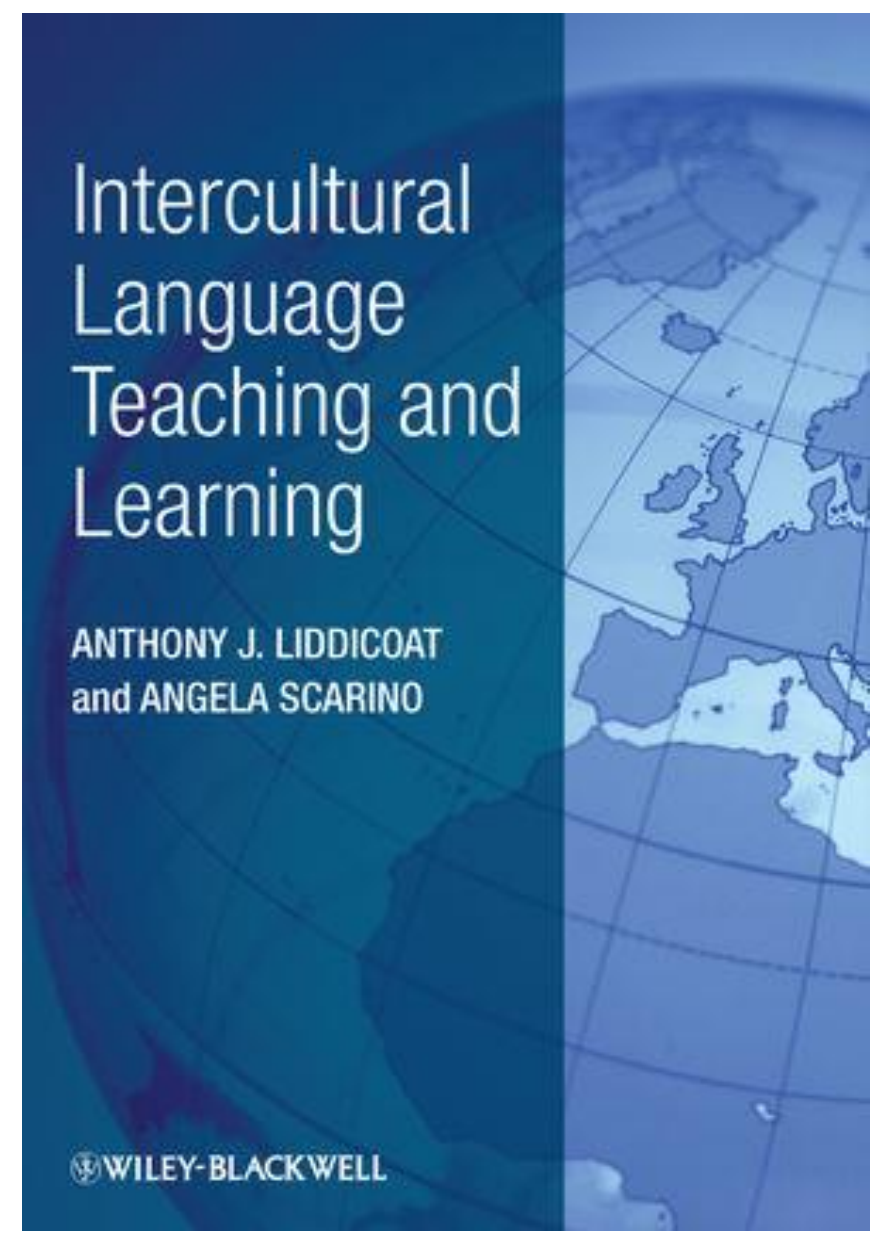
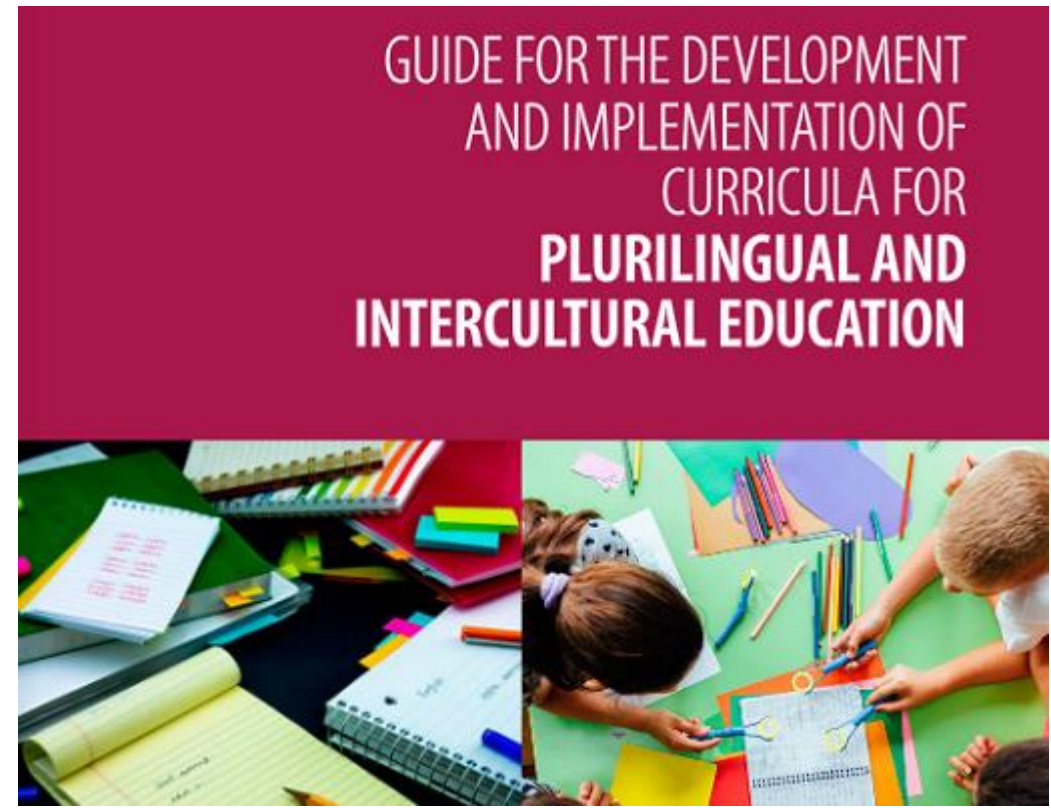
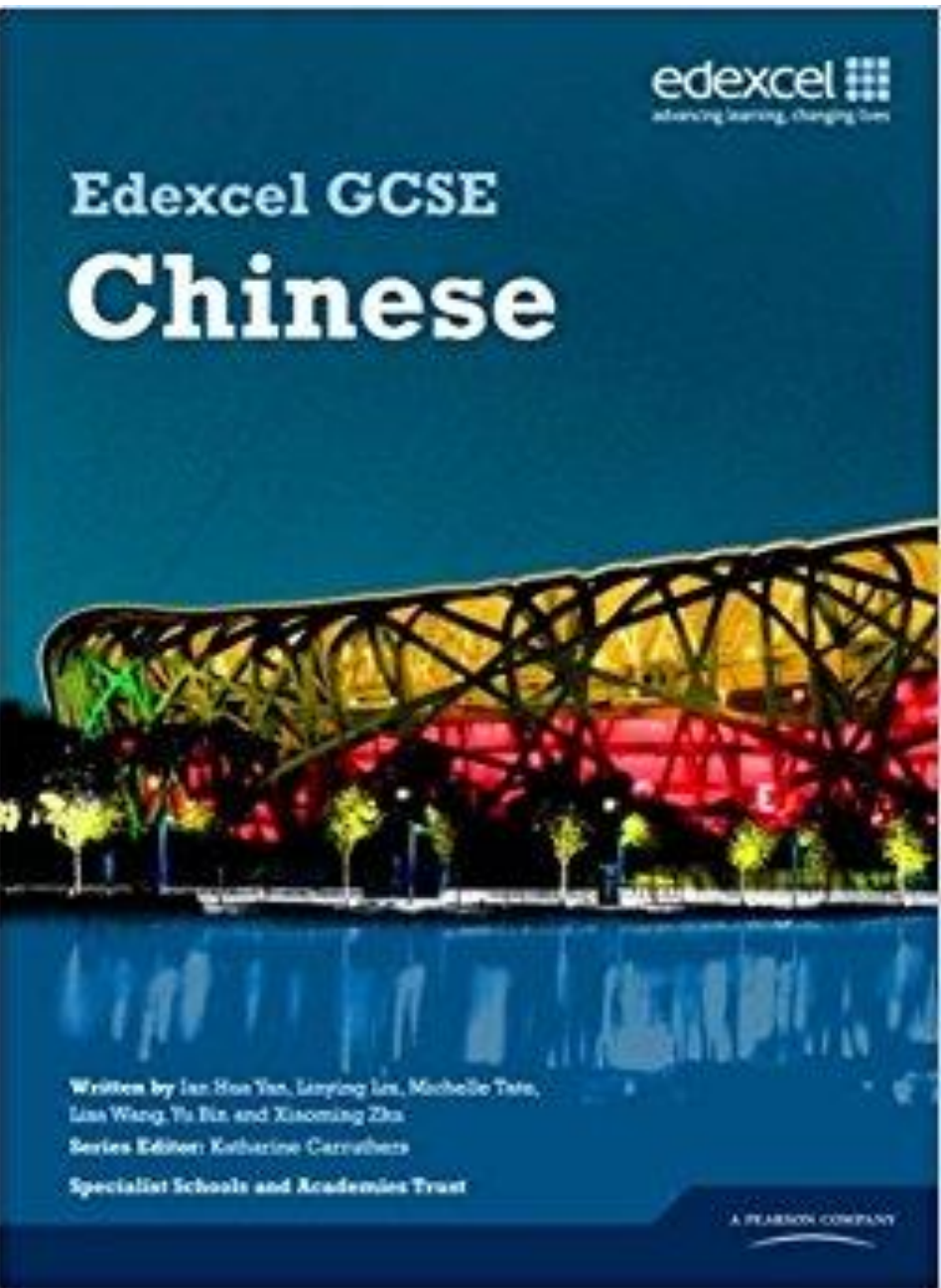
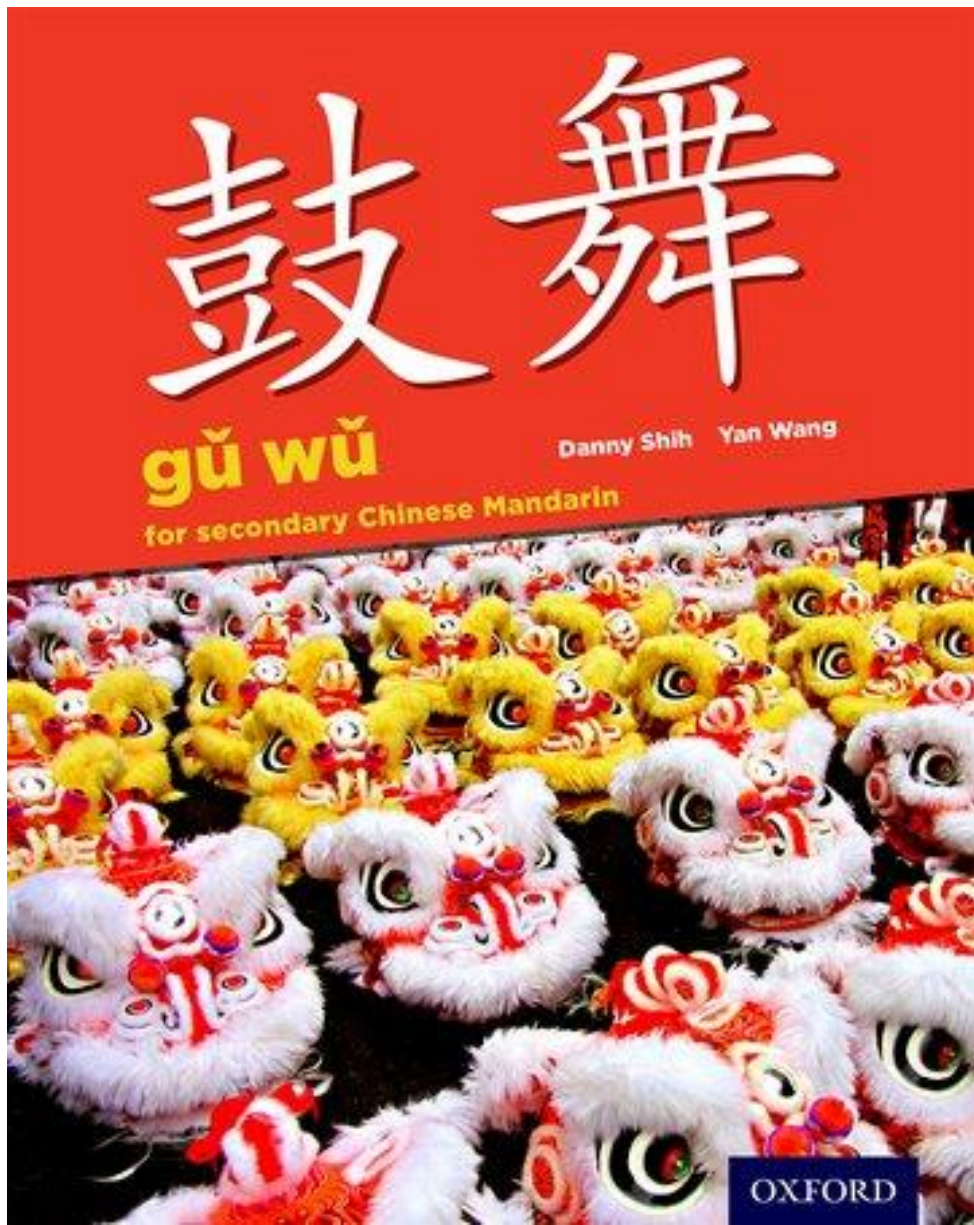




... Language Perfect, Ecoutez Bien, Quizlet



Chen Draper 李琛 Victor Siye Bao 鲍思治 Angela Xinghua Wu 吴星华



LINGUIST DIGEST

Initiative 7



FORTNIGHTLY UPDATE



Linguist's Digest

2017 Term 1A Special

For those new to the Languages Department, welcome to the Linguist's Digest - a weekly, which later become fortnightly, and now almost monthly feed of language/culture professional and unprofessional reads. Please enjoy at your own leisure!

Employment: Jobs Similar to Linguist

For clarification and comparison

| Jobs Similar to Linguist | | | |
|---|---|---|---|
|  |  |  |  |
| Intelligence Specialist | Presidential Historian | Film Historian | Animation Historian |
| Study foreign subversive activities for counteraction by the USA. | Study the lives and careers of Presidents. | Explore and share the key moments of film history. | Chronicle the progress of cartoons from simple to high-tech. |
| Education: Advanced | Education: Master's | Education: Master's | Education: Master's |
| Salary: \$43,000 - \$116,000 | Salary: \$26,000 - \$96,000 | Salary: \$26,000 - \$96,000 | Salary: \$26,000 - \$96,000 |



Radio: SBS Radio Services Review - Public Consultation

SBS Radio is reviewing its services after the 2016 Census, to ensure its language services reflect the demographic make up of today's Australia. The last review was conducted after the 2011 Census. Very interesting consultation about how we set criteria to determine what languages SBS should offer.

URL: <http://www.sbs.com.au/radio/consultation>

Must Read Article: See the last item

Dictionary: Wenlin ABC Cantonese Dictionary Website (ed. Robert Bauer)

This is definitely the first time I have seen a Kickstarter project being Languages based. Very excited about the provision of more resources for Cantonese.

URL: https://www.kickstarter.com/projects/wenlin/wenlin-abc-cantonese-dictionary-website-ed-robert?ref=thanks_link

Travel: 17 of the World's Most Wild and Beautiful Places

Peer into picture-perfect journeys from the new National Geographic book Wild Beautiful Places. Have fun this summer/winter!

URL: <http://on.natgeo.com/2fzFzGK>

Interpreting: The Amazing Brain of Real-Time Interpreters

The world's most powerful computers can't perform accurate real-time interpreting of one language to another. Yet human interpreters do it with ease. Geoff Watts meets the neuroscientists who are starting to explain this remarkable ability.

URL: <http://www.bbc.com/future/story/20141117-the-ultimate-multi-taskers?ocid=ww.social.link.facebook>

Debate: Getting past the 'indigenous' vs. 'immigrant' language debate

An area of 'language migration' that I haven't thought of. Maybe it's just me, but found it very interesting!

URL: <http://www.languageonthemove.com/getting-past-the-indigenous-vs-immigrant-language-debate/>

AFL: Meet the footy fan helping the Chinese understand Australia's game

Academic David Caldwell's love for Aussie rules football or footy has produced the world's first English-Chinese dictionary of Australian Football League (AFL) terms.

URL: <http://www.australiaplus.com/international/learn-english/meet-the-footy-fan-helping-the-chinese-understand-australia-game/7959234>

FLA vs. SLA: A Man Once Tried to Raise His Son as a Native Speaker in Klingon

Fascinating... A similar parallel can be drawn for HIST for why our students naturally go back to Chinese when they are among their peers.

URL: <https://www.youtube.com/watch?v=7BRInEvS0e4>

Airports: The world's most beautiful airport terminals – in pictures

The beauty and design ingenuity of airport terminals – where travellers spend so much of their time – are celebrated in a new photography book, The Art of the Airport

URL: <https://www.theguardian.com/travel/gallery/2016/nov/30/worlds-most-beautiful-airport-terminals-in-pictures>

Map: Guess the country from its outline

For Melbourne teachers, a good little game for the last few minutes of class this week when it gets hard.

URL: <https://www.cheapflights.com.au/news/quiz-guess-country-outline/>

Japanese: Song for Learning Japanese by Mihara Keigo

Recently became a hit in Taiwan, almost as a brainwashing style of learning Japanese set phrases...

URL: https://www.youtube.com/watch?v=7I2Ryji_9Js

Must Read: [This is what we need to do to boost languages learning in Australian schools](#)

By Michiko Weinmann and Ruth Arber

Our rich multicultural nation maintains a frustratingly monolingual mindset. Discussions about Languages education in Australia typically reiterate the debate between the personal and national rewards of multilingualism versus Languages as an exotic extra in the 'crowded curriculum'.

Focusing on the economic benefits of Languages, however, is clearly not cutting through in terms of the prioritisation and funding of Language learning and student participation in Languages in Australia, so how do we move the debate forward?

Let's start with where we are, and why we are stranded here.

...

