

# Languages Victoria

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## VOTE

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For **LANGUAGES**  
**MLTAV** Advocacy

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The Party for Quality Languages  
Education in Victoria

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written and authorised by the  
Modern Language Teachers' Association of Victoria, Inc.



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## Editorial

Language has both positive and negative powers. The quotations on p.59 reflect the respect and esteem accorded to language from Confucius onwards. On the other hand, language has also been used to manipulate and control the masses. Did not the Romans force their conquered peoples to learn Latin to gain a worthwhile position in Roman society? Many people in the world are ostracised because of their mother tongue, and sadly, countless examples follow even down to our very own shores. If past and present were to meet, our forefathers would have been mystified and dumbfounded to see the Internet, which offers unparalleled opportunities for exchanging ideas across vast spaces, cultures and linguistic divides.

Today's world news shows that many countries, including our Federal and State Governments, not overlooking the corporate world, have embraced the benefits of language learning. It is pleasing that the Australian Curriculum: Languages - Chinese, French, Indonesian, Italian have now been made available on the Australian Curriculum website

The Conference session presented by Dr. Priscilla Clarke, OAM, an authority on bilingual education in early childhood, supports the SCILT article on the other side of the world. In this issue, Scotland's National Centre for Languages (SCILT) describes its P1+2 system, where a Prep student learns English and a second language from P1, while a third language is added at P5. The SCILT website is a free and valuable source of information. The practice of learning three languages is common in European countries.

In Languages Victoria, Victorian / National and International sections aim to keep members updated. Please let us know of any experiences you would like to share in future editions.

Publications Team for this Edition:

Adrienne Horrigan, Kerry O'Connor, Paulene Webster, Andrew Ferguson, Gwenda Thomas



# Languages in Victoria

## MLTAV 2014 Conference Report

### *A Vote for Languages*

By Heather Brown

For the first time the 2014 MLTAV Conference was held at Clifton's. Almost 280 delegates, presenters and exhibitors were enthusiastic about the new venue, as all the events at this conference were held on the one floor.

The morning Keynote Speaker, Maree Dellora, Languages Curriculum Unit Manager, Victorian Curriculum and Assessment Authority (VCAA) spoke about AusVELS and the Australian Curriculum for Languages.

Thomas Caldwell, Shorts and Next Gen Programmer, Melbourne International Film Festival (MIFF) launched the MIFF 2014 Next Gen program and spoke about the sponsorship agreement between MLTAV and MIFF.

The afternoon Keynote session offered views of Victorian Political leaders / representatives speaking about their Party's commitment to Languages Education in Victoria and their stance on the implementation of the Australian Curriculum for Languages in Victoria.

The Conference program consisted of sessions focusing on VCE, AusVELS, CLIL, ICT and how best to engage students. The audience learned how to bring the Museum into the classroom as well as assessment for, as and of learning.

The comments from delegates have been focused, interesting and positive. Conference presenters have been emailed anonymous feedback about their individual session/s.

Once again the MLTAV offered delegates a handbook as a useful resource. According to post-conference feedback it was rated *Excellent*, *a great resource with all of the materials*, *very useful*, *loved the presenter biographies and the session note pages*.

Many thanks to Kerry our Office Manager for all her organizational work and to the members of the Professional Learning Sub-Committee for their assistance on the day.

#### Post-Conference Delegate Feedback Samples:

- It was a fantastic opportunity to share professional talk and practice;
- I liked meeting teachers in the same teaching areas; know what is going on (new technology);
- good organisation and excellent atmosphere;
- The organisation was great, the facilities were excellent and the organisers friendly;
- I liked the great atmosphere and collaboration between teachers of languages;
- It was good to see and talk to teachers from different areas, finding out new methods and what is happening in the bigger world;
- I found the presenters all excellent; the topics were engaging, relevant, well-researched and presented. In summary, the presenters did a great job;
- I needed to hear about the policy developments for LOTE, to get an overview of the Australian Curriculum: the experts distilled these complex topics in a comprehensible way for us. I valued their critical analysis very much.

Heather Brown  
Conference Convenor & Vice-President, MLTAV

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# MLTAV 2014 Conference Morning Keynote

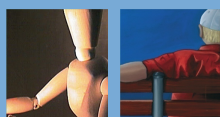
## AusVELS and the Australian Curriculum for Languages

Maree Dellora, Languages Curriculum Unit Manager, Victorian Curriculum and Assessment Authority (VCAA)

### Languages in AusVELS and the Australian Curriculum



MLTAV Conference 2014  
Friday 16 May 2014  
Presenter: Maree Dellora



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### Languages in the Australian Curriculum

*"A different language  
is a different  
vision of life."*

Federico Fellini,  
Italian film maker  
(1920 -1993)



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### Total enrolments in VCE Languages Units 3 & 4

2008	2009	2010	2011	2012	2013
10,996	10,937	10,542	10,676	10,492	10,445

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



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### What's AusVELS exactly?

AusVELS is the F-10 curriculum that all Victorian government and Catholic schools use for planning, assessment and reporting.

AusVELS is available to all Independent schools as a model for the effective implementation of the Australian Curriculum (AC)



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## Current Curriculum in Victoria

In 2014 the AusVELS curriculum is comprised of:

- four Australian Curriculum learning areas (Maths, English, Science and History)
- the remaining 12 VELs domains
- three cross curriculum priorities



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## Languages developed – Australian Curriculum

Draft language – specific curriculum documents have been produced for eleven languages plus a framework for Aboriginal and Torres Strait Islander Languages.



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## Language-specific curriculum documents

The eleven languages are:

Arabic	Japanese
Chinese	Korean
French	Modern Greek
German	Spanish
Indonesian	Vietnamese
Italian	



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## AusVELS is based on 11 levels

Nominal school level	VELS Level	AusVELS Level
Prep/Foundation	1	<a href="#">Foundation</a>
1	2	<a href="#">1</a>
2		<a href="#">2</a>
3	3	<a href="#">3</a>
4		<a href="#">4</a>
5	4	<a href="#">5</a>
6		<a href="#">6</a>
7	5	<a href="#">7</a>
8		<a href="#">8</a>
9	6	<a href="#">9</a>
10		<a href="#">10</a>

<http://ausvels.vcaa.vic.edu.au/>

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## How Languages are organised in the AC

Nominal school level	VELS Level	AusVELS Level	Australian Curriculum Levels for Languages
Prep/Foundation	1	<a href="#">Foundation</a>	<a href="#">Foundation</a>
1	2	<a href="#">1</a>	1
2		<a href="#">2</a>	Foundation – Year 2 Achievement Standard for Languages
3	3	<a href="#">3</a>	3
4		<a href="#">4</a>	Year 3 - 4 Achievement Standard for Languages
5	4	<a href="#">5</a>	5
6		<a href="#">6</a>	Year 5 - 6 Achievement Standard for Languages
7	5	<a href="#">7</a>	7
8		<a href="#">8</a>	Year 7 - 8 Achievement Standard for Languages
9	6	<a href="#">9</a>	9
10		<a href="#">10</a>	Year 9 - 10 Achievement Standard for Languages

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2014 STRUCTURE OF THE AUSTRALIAN CURRICULUM: LANGUAGES		
	Communicating strand	
5 sub - strands:	<ul style="list-style-type: none"> <li>• Socialising</li> <li>• Informing</li> <li>• Creating</li> <li>• Translating</li> <li>• Reflecting</li> </ul>	Content descriptions are currently being written for each of these eight sub - strands
	Understanding strand	
3 sub - strands:	<ul style="list-style-type: none"> <li>• Systems of language</li> <li>• Language variation and change</li> <li>• Role of language and culture</li> </ul>	

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## The Australian curriculum: Languages

- is being developed for **Foundation to Year 10** levels
- provides a **Year 7 Entry** version for students who begin the study of the language at Year 7
- provides a **context statement** for each language
- includes two **strands** and eight **sub-strands**



## The Australian curriculum: Languages

- sets out **content descriptions**
- provides **content elaborations**
- provides **achievement standards** at 5 levels: **F-2, 3-4, 5-6, 7-8 and 9-10**



Communicating Content description	Content elaborations <i>French</i>
<b>Socialising</b>  <b>8.1. Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, express feelings, likes and dislikes.</b>	<b>Socialising</b> <b>8.1. exchanging greetings, wishes and thanks, adjusting language to suit the situation, for example, <i>Bonjour, la classe! Salut, Marianne, ça va? Bonsoir, Madame Legrand, comment allez-vous? Bonne fête, Solange! Merci bien, Maman.....</i></b> <ul style="list-style-type: none"> <li>• using present tense high-frequency verbs such as <i>être, avoir</i> and <i>aimer</i> with adjectives, adverbs and simple formulaic expressions to talk about self and others, for example, <i>je te présente mon copain, Henri, il est drôle! elle est si douée! Nous voici - la famille Mercier!</i></li> <li>• comparing routines, interests and leisure activities, using language associated with time, frequency and location, for example, <i>lundi après-midi, je fais du foot; le weekend, je joue aux jeux vidéos; l'hiver, je fais du ski; l'été, on va souvent à la plage</i></li> </ul>



## Achievement Standard: Extract from Years 7 and 8 Standard for French (Year 7 Entry)

By the end of Year 8, students use French to interact with each other, teachers and online contacts, resources and materials. They engage actively in classroom routines, learning tasks and interactions such as greetings, requests, games and learning activities. They respond to familiar questions and directions (*Qu'est-ce que c'est? Qui est-ce? Posez la question à ...*), and request help or clarification (*Pardon? Pourquoi? Peux-tu répéter?*). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as *-r, -u* and *-ille*. They interpret and use non-verbal, visual and contextual cues to help make meaning. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (*Je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?*)



Understanding Content description	Content elaborations - <i>Indonesian</i>
<b>Role of language and culture</b>  <b>8.17 Explore connections between language and culture in words and expressions in intercultural exchanges, noticing how meaning may be culture specific</b>	<b>Role of language and culture</b> <ul style="list-style-type: none"> <li>• noticing that some words are culture-specific such as language associated with particular artefacts and physical environment, for example, <i>mesjid, hutan, desa, sawah, durian, becak</i></li> <li>• recognising that some expressions are related to cultural practices such as eating, for example, <i>pagi-pagi, sudah mandi, makan dulu, selamat makan, silakan makan</i></li> <li>• comparing how languages reflect values such as those related to personal attributes, physical appearance and behaviour (for example, <i>halus, kasar, sopan, setia, baik hati, si berani, si kecil, sawo matang, gemuk</i>)</li> <li>• investigating the language associated with significant cultural practices such as celebrations such as <i>Idul Fitri, Imlek, Hari Nyepi</i>, for example, <i>Selamat Hari Raya, maaf lahir batin, panjang umurnya,</i></li> </ul>



## Achievement Standard: Extract from Years 7 and 8 Standard for Indonesian (Year 7 Entry)

By the end of Year 8 .....Students understand that Indonesian is a language used by millions of Indonesians in daily life. They recognise that Indonesian has similarities with English and that it can vary between spoken and written forms, for example leaving out pronouns and some verbs. They notice flexibility of sentence structure while adhering to rules of word order. They are aware of major features such as base words (*main, makan, tidur, jalan*) and affixes such as *ber-, me- and -an*. They use metalanguage to describe and compare features and rules of sentence construction

Learners recognise a range of text types, such as correspondence, narrative and dialogue, and use textual features, including knowledge of first language texts, to predict meaning. They notice how language changes according to people and their relationships, such as informal language with friends (*kamu, nggak, hebat*).....





## Languages in the Australian Curriculum

If Victoria adopts the 11 language-specific curriculum documents developed by ACARA it will still need to provide two generic curriculum frameworks for the remainder of Victoria's languages ie

- Roman alphabet languages
- Non-Roman alphabet languages

ACARA now plans to develop Auslan, Classical Languages, Hindi and Turkish



## News from the Federal Budget

Extract from an article in *The Australian*,

14 May 2014, by Justine Ferrari

The government will also provide \$1.8m to the Australian Curriculum Assessment and Reporting Authority to continue its development of a national languages curriculum to revive the teaching of languages in schools, particularly for Auslan, Classical Languages, Hindi and Turkish.

## Cross curriculum priorities

### Three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

### About the cross curriculum priorities:

- not treated as separate areas of learning
- no curriculum content located, rather illustrate how learning can be integrated across the domains



Teachers may find further opportunities to incorporate explicit teaching of general capabilities depending on their choice of activities and the individual learning needs of their students. Students can also be encouraged to develop capabilities through personally relevant initiatives of their own design.

Literacy	
Numeracy	
ICT capability	
Critical and creative thinking	
Personal and social capability	
Ethical understanding	
Intercultural understanding	

Each learning area includes a brief description of the general capabilities that have been explicitly included in the content or advice about those that could be developed through particular teaching contexts.

- General capabilities in English
- General capabilities in Mathematics

## General capabilities

Melbourne Declaration on Educational Goals for Young Australians

- Personal and social capability
- Critical and creative thinking
- Intercultural understanding
- Ethical understanding

General capabilities underpin flexible and critical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

## Languages in the Australian curriculum

Some issues:

- Timeline
- Time allocation
- Student pathways
- Organising strands and sub-strands
- Role of English
- Status of general capabilities
- Many languages not included





## Intercultural Understanding in the Australian curriculum

ACARA has focussed strongly on two areas that VELS didn't offer as separate areas:

- i) Intercultural understanding
- ii) Ethical understanding

## Proposed timeline

- Curriculum planning in schools commencing 2014
- Implementation of new teaching and learning programs to commence from start of the 2015 school year
- School curriculum plans and implementation in schools ready from the start of the 2017 school year.



## F-10 curriculum planning and reporting guidelines

F-10 curriculum planning and reporting guidelines

February 2014



<http://www.vcaa.vic.edu.au/>

Provides guidelines on teaching and learning within stages of schooling:  
Foundation (F-2)  
Breadth (Years 3 – 8)  
Pathways (Years 9 – 10)  
Provides guidelines on reporting of student achievement against a whole-school teaching and learning plan.

## Organising elements - ICU

The learning continuum is organised into these three interrelated organising elements:

- Recognising culture and developing respect
- Interacting and empathising with others
- Reflecting on intercultural experiences and taking responsibility



## Intercultural Understanding in the Australian curriculum

Intercultural understanding assumes an integral connection between language and culture, acknowledging language as the primary means through which people establish and exchange shared meaning and ways of seeing the world (Scarino, Dellitt and Vale 2007).

## Intercultural Understanding – Values and Dispositions

Intercultural Understanding aims to cultivate in students:

- curiosity
- care
- empathy
- reciprocity
- respect
- responsibility
- open-mindedness
- critical mindedness



## Scope of Intercultural Understanding capability

“Intercultural understanding combines personal, interpersonal and social knowledge and skills. ....students learn to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts across the curriculum.”



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## Intercultural Understanding across the curriculum

.....taught explicitly in the Languages learning area and applied, adapted, strengthened and extended in other learning areas



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## History in the Australian curriculum

### Year 3 Content Descriptions

#### Historical Knowledge and Understanding

##### Community and Remembrance

The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060)



ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)



The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)



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# MLTAV 2014 Conference Afternoon Keynote

## POLITICAL PANEL

### Introduction

The Conference Afternoon Keynote was a Victorian Political party Leaders' / Representatives Panel. A representative from each of the Major Political Parties was invited to speak on their Parties commitment to Languages Education in Victoria and their stance on implementation of the Australian Curriculum for Languages in Victoria.

The current Government was unable to provide a spokesperson but did supply a written statement that was read out by the President of the MLTAV, Andrew Ferguson at the Keynote session.

Both Labor and The Greens Parties were able to send a representative and both have provided the MLTAV with speech notes to include in this copy of Languages Victoria.

### Liberal Party Email Statement provided to MLTAV prior to the Conference

Subject: Comment about Victorian Budget 2014-15  
From: DEECD Mail  
Date: Fri, May 9, 2014 3:04 pm  
To: [info@mltav.asn.au](mailto:info@mltav.asn.au)

Dear Andrew,

I write in response to your correspondence dated 7 May 2014.



The Government's Vision for Languages is supported by the allocation of \$16.3 million for Community Language Schools in the 2011-12 Budget, and a further \$7 million in the 2012-13 Budget for Languages Teaching Scholarships and Languages Start-Up Grants.

In addition, the 2013-14 Budget announced \$17.1 million to fund the China Immersion Program for Year 9 Students, which allows Victorian students to undertake extended study in China to enhance their linguistic proficiency.

The release of Languages - Expanding your world: Plan to implement the Victorian Government's Vision for Languages Education 2013-2025 (the Languages Plan) seeks to build on the progress that has already been made. The Plan articulates the actions that will be taken to achieve the Government's vision to improve and expand languages education.

As the Languages Plan continues to be implemented, it is pleasing to note that there was a significant increase in the number of government schools providing languages programs between 2012 and 2013. The Department will continue to support implementation of the Languages Vision and the ongoing delivery of high quality languages education for all Victorian students.

Thank you for your engagement in the budgetary process.

Regards,

Jim Miles, Deputy Secretary, Infrastructure and Finance Services Group, Department of Education and Early Childhood Development

### Conference Keynote Political Panel Speech Notes - Colin Brooks, MP, Member for Bundoora, Shadow Parliamentary Secretary for Education



Firstly, I am very grateful for the opportunity to speak at today's conference and at the outset would like to acknowledge the great work that language teachers carry out in our schools. It's an honour to be in the same room as so many teaching professionals.

I'd also like to add my voice to those earlier today that acknowledged the traditional owners of this land.

Many Victorian students now enjoy the benefit of a quality language program, as you would likely know, Victoria has the highest participation rate in language learning with over 35 languages taught in our schools.

Labor believes that Language education is a vital component of a rich, well-rounded and comprehensive education that should be provided to every student, regardless of where they live,

what sort of school they attend or the financial capacity of a student's family.

Aside from the practical benefits of proficiency in a second language, Labor believes that the deeper cultural awareness provided by language education helps to reinforce and build upon the tolerant, proudly multicultural and successful society that Victoria has evolved into.

I realise that as passionate language educators, you will want to hear what our specific plans for language education are. But I want to make the point at the outset that all aspects of education, whether it be languages or maths or English or science or the arts, all aspects should be properly resourced.

It's impossible to build great language education in our schools if funding is cut from our schools and if our education system is under significant financial strain.

Maree Dellora from VCAA spoke this morning about the reluctance of some school leaders to embrace language education, maybe because they don't value it as part of the curriculum. I'm sure that that is correct in some cases, however I am sure there are many others who would like to implement a language program but for the lack of resources.

I was recently at a government primary school talking to a principal about the financial pressure on her school and the lack of support following government cutbacks. This school services a community with a reasonably high level of disadvantage, a strong welfare focus and has many unaddressed maintenance issues.

The school didn't have a language program, and she wanted to establish one - in fact the department of education had told her she must establish one - but the only way she could fund it was to cut a literacy intervention program for kids who were way behind - something she didn't want to do. I am sure that no one here wants language programs forced on schools at the expense of other vital programs. We need to do both.

While it is great that ACARA was allocated \$1.8m for the development of phase 3 languages in Tuesday's Federal budget, ACARA itself actually had its funding cut by \$2.6m.

With a further \$30 billion ripped out of schools in the Federal budget and the death of Gonski's Better Schools funding, the dire financial state of education is having a very real impact on all aspects of education, and Languages Education is not isolated or protected from these effects.

A prime example is the decrease in the access to IT in government schools, (computers, laptops, tablets etc.) an area of high importance for language learning, with the State Government's

own figures in the recent state budget foreshadowing negative movements in the student to computer ratios for both primary and secondary schooling.

When the previous Labor State Government developed its blueprint for Languages Learning, the Department of Education and Early Childhood Development and Professor Joseph Lo Bianco identified whole-school, network and system-wide support structures as a major part of an effective framework for languages programs in schools. These supports in particular are now being decimated.

While there is a chorus of criticism of the current state government's resourcing of education, I do not intend to criticise their general policy approach to language education. Theirs is not significantly different to the previous Labor Government's policy direction in language education and if Labor were to win the next election I would not expect a major shift in direction, suffice to say that any incoming government would reserve the right to carefully consider each individual initiative.

With six months to go before the state election, Labor will seek to engage and consult key stakeholders in the languages package we will put to the Victorian people. I'm hoping that the MLTAV will assist us in that process.

One of the key areas for Labor would be on ways to increase the number of qualified language teachers. We are also keen to explore ways to provide information to parents and students about the various language programs offered at individual schools.

I understand that the implementation of the Australian Curriculum for Languages has broad support, although there is particular concern regarding the lack of any clear timelines from ACARA. Given the funding cuts to ACARA and the provision of funding for the development of phase 3 languages, the State Opposition will raise these timelines with the Federal Government and directly with ACARA.

Broadly, Victorian Labor supports the implementation of the Australian Curriculum for Languages but it is important to make it very clear up front that this is dependent on 3 key factors:

- Consideration of the final products put forward by ACARA
- Building consensus amongst all stakeholder groups
- The resources required being available within the education system.

We also need to ensure that flexibility and common sense is applied in the implementation of languages curriculum.



It is also important that VCAA has the capacity to ensure that any specific languages that are not developed by ACARA are able to be developed in consultation with language teaching associations here in Victoria.

The broad range and diversity of languages offered in our schools here in Victoria should be nurtured and strengthened and we want to ensure that all are developed properly.

These are not challenges that are insurmountable and we hope that a language curriculum that has been developed in consultation with key experts and stakeholders, and which the MLTAV describes as “qualitatively better than the current AusVELS for Languages” can be implemented for the benefit of Victorian students.

These issues I’ve listed are not excuses for inaction, rather they are an honest assessment of some of the challenges that Labor is committed to working through in the delivery of a better curriculum.

As I come to the end of my allotted seven minutes, I’d like to commend the MLTAV for its advocacy on these important matters and for its efforts in promoting the value of language education.

Labor will have much more to say about education, always our first priority, as we head towards the November election and our language package will be an integral part of that.

Once again I’d like to thank the MLTAV for this opportunity today.

**Conference Keynote Political Panel Speech Notes - Sue Pennicuik, MLC, State Member for Southern Metropolitan Region, Greens Parliamentary Whip**



Bonjour tout le monde! C’est un plaisir d’être avec vous aujourd’hui. Je vous remercie de m’avoir demandé de parler à propos de l’enseignement français. J’ai appris le français à l’école dans les années 1970. C’était un choix entre le français et l’allemand.



Merci, I thought I would begin today in my scratchy French that I studied at school from years 7 to 12 to illustrate how far we’ve come - even though there is still a long way to go, in terms of language education in Victoria and Australia. In those days, the only languages on offer in

the mainstream curriculum were basically French or German, with few schools offering different languages - possibly Italian, Spanish, Japanese or Indonesian. So, times have changed in that many more community languages are now offered, although we appear to have been going backwards in recent times.

The Greens regard education unions and professional and subject specific associations as the appropriate representatives of teachers and other education professionals in educational matters.

We consider the expertise and views of professional organisations such as MLTAV as crucial for the improvement of education policy and the best

outcomes for students.

The Greens have comprehensive national and state policies on education which cover early childhood, primary and secondary schooling, TAFE and universities. The Greens are strong advocates for more public education and for more investment in education across the board so that all students wherever they may be and whatever the income of their families, have access to a high quality educational facilities and a comprehensive curriculum covering languages, maths, sciences, humanities, arts and physical education.

With regard to the specific questions you asked us to address for your conference, I am pleased to provide the following responses on behalf of the Greens.

**1. Your Party’s plans for ensuring that Victorian students are offered quality Languages programs into the future, including funding commitments.**

The Greens policy is for increased resources for the teaching of community languages in public primary and secondary schools, and well-resourced centres for the study of community languages and trade-specific English language



courses. It is essential that all Victorian students have the opportunity to learn community and other languages at school.

We also support the provision of AUSLAN and Braille training for staff in all schools through professional development.

The Greens support the continuation of the current 'Languages Vision and Implementation Plan Languages: expanding your world'. As MLTAV points out, given the amount of work that has gone into developing this strategy, it should be fully resourced and implemented and not be subject to election cycles and stop-start scenarios.

It is concerning that from 1999 to 2010, primary-level participation in languages fell from 88.7 per cent to 69.4 per cent, with hundreds of schools discontinuing their language programs. This is concerning as I am sure you would agree that primary schools are the best places to introduce children to languages.

If Victoria is to reach the targets outlined in the strategy, then a concerted effort and resources need to be allocated to it, especially over the next ten years.

### ***2. Your Party's commitment to the implementation of the Australian Curriculum for Languages in Victoria.***

The Greens support the arguments and call for action outlined in the MLTAV Position Paper and agree that a timely decision by the Victorian government with regard to its implementation is a high priority.

The federal government has just announced funding for the Early Learning Languages Australia trial to expose pre-school children to a range of languages and for the development of new language curricula under the Australian curriculum for Foundation to year 10, adding Hindi, Turkish and AUSLAN to eleven existing languages, and for classical Greek and Latin.

However, there is still much to do and it seems sensible as MLTAV advocates, for the VCAA to lead and support curriculum development for languages which will not be developed by ACARA in the short term.

It also seems sensible and highly practical to develop generic frameworks derived from the curricula developed by ACARA, using teams of

writers to develop frameworks and language-specific curricula, in cooperation with MLTAV and Single Language professional teaching associations, to provide frameworks for languages not being developed by ACARA.

### **THE AGE coverage of the Political Panel Afternoon Keynote Session**

The MLTAV was fortunate to have secured a reporter from THE AGE to cover the Political Panel Keynote session at the Conference. Nick Toscano spoke with the President of the MLTAV, Andrew Ferguson, prior to the Conference as well attending the political panel session on 16 May.

A subsequent article was written by Nick Toscano and was published in THE AGE on May 18, 2014 titled, 'Language message misunderstood.'

In this article, Andrew Ferguson, President, MLTAV was cited as saying that government changes had disrupted momentum and reduced the impact of beneficial policies in the past. He was also quoted as saying, "Election cycles can be frustrating from the point of view that a project may go along well, then be disrupted."

The article cites the opposition's parliamentary education secretary, Colin Brooks, as saying that if Labor won the coming November election, it would not veer away from current policy. He was quoted as saying, "While there is a chorus of criticism of the current state government's resourcing of education ... I do not intend to criticise their general policy direction of language education."

Whilst, in the MLTAV's view, the article has a somewhat skewed interpretation of the current situation with regard to Languages education, it ends on a constructive note and a desired outcome of what could be taken as an indication of bipartisan support for the 2025 Plan.

The full article can be viewed via the following link to THE AGE website:  
<http://www.theage.com.au/national/education/language-message-misunderstood-20140517-38gwd.html>

***Greens policy is for increased resources for the teaching of community languages in public primary and secondary schools, and well-resourced centres for the study of community languages and trade specific English languages courses.***



# MLTAV Position Paper: Australian Curriculum: Languages

## Modern Language Teachers' Association of Victoria Inc.

ABN: 45 204 209 974

Statewide Resources Centre  
150 Palmerston Street, Carlton 3053  
Phone: (03) 9349 5759 Fax: (03) 9349 5859  
Email: [info@mltav.asn.au](mailto:info@mltav.asn.au) Website: <http://www.mltav.asn.au>



## MLTAV POSITION PAPER

### Australian Curriculum for Languages – March 2014

#### BACKGROUND

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for developing the Australian Curriculum, whilst implementation decisions rest with individual States and Territories. To date the Victorian government has made no commitment to implementing the Australian Curriculum for Languages, a situation which is of very serious concern to the MLTAV.

#### CURRICULUM DEVELOPMENT BY ACARA

1. The MLTAV fully supports the work of ACARA in developing Language-specific curricula as part of the Australian Curriculum (henceforth 'the AC for Languages').
2. MLTAV members value opportunities to have input into the AC for Languages through ACARA and local consultation processes, e.g. through the Victorian Curriculum and Assessment Authority (VCAA). MLTAV-coordinated feedback to drafts has already been extensive (for details [www.mltav.asn.au](http://www.mltav.asn.au), under 'Advocacy') and MLTAV appreciates that this feedback has been considered seriously by ACARA and other organisations.
3. MLTAV is very disappointed that ACARA has not firmed up timelines for the development of curricula for Phase 3 Languages (Auslan, Classical languages, Hindi and Turkish) and urges that this matter be addressed as soon as possible. [NOTE: Since publishing the Position Paper, ACARA has acted on this matter, refer p.56]
4. The fact that the finalisation of the AC for Languages by ACARA is taking much longer than anticipated (and thus affecting timelines for possible implementation), is fuelling perceptions of Languages being a 'difficult' Learning Area. This inequity of progress is unacceptable to Languages professionals.

#### VICTORIAN IMPLEMENTATION OF THE AC FOR LANGUAGES – PART ONE:

#### EQUITY AND OPPORTUNITIES; IMPROVING QUALITY OF LANGUAGES EDUCATION

The MLTAV very strongly supports the implementation of the AC for Languages in Victoria, for the following reasons:

5. Students and teachers of Languages in Victoria must be afforded the same opportunities now available in other Learning Areas. These were articulated, in part, by Prof Barry McGaw AO, ACARA Board Chair, in 2010:

"The overall aim is to produce a final curriculum in English, history, mathematics, and science that equips all young Australians with the essential skills, knowledge and capabilities to thrive and compete in the globalised world and information rich workplaces of the current century," he [Prof Barry McGaw] said.

(ACARA Press Release, 1 March 2010)

Students of Languages will benefit from access to the world-class curriculum developed by ACARA through a more sophisticated approach to the learning of Languages (see #6 below), opportunities which will open up during national collaboration, e.g. the development of a rich range of supporting resources

for learning, as well as improved mobility opportunities for students and their families when changing schools around Australia.

Teachers of Languages will also benefit through opportunities that will open up through national collaboration, including this more sophisticated approach to the teaching of Languages (see #6 below) supported by the development of a rich range of resources. Professional learning will take on a new dimension, as for the first time Victorian teachers of Languages will be able to engage in conversations with their interstate counterparts based on a common curriculum framework (pedagogical underpinnings, broad structure and terminology).

6. The AC for Languages is widely recognised as qualitatively better than the current AusVELS for Languages, as it is based on the most current research into language acquisition. The AC for Languages moves beyond ‘communicative’ methodology as the underpinning framework, in presenting a more complex view of communication. This new understanding of language interactions involves, for example the moulding of identity through reciprocal, inter- and intraculturally-complex and dynamic communication. The Sub-Strands of the AC for Languages are evidence of this more sophisticated understanding (refer the AC for Languages *Draft Preamble, Rationale, Aims and Organisation*, Dec 2012 for further details). Furthermore, the fact that the AC for Languages is delivering language-specific curricula is very important in recognising that Languages, whilst sharing common elements, are very individual in nature.
7. The process of curriculum renewal involved in the development of the AC for Languages has engaged Languages professionals in rich conversations concerning learning and teaching over several years, conversations which are aimed at improving Languages education in Australia. Through this process, there is already a strong sense of ownership of the new curricula amongst Languages teachers, in particular. Thus implementation in Victoria should not be a difficult process, especially given also the similarity in basic structure between the new curricula frameworks and the current AusVELS curricula for Languages.

#### **VICTORIAN IMPLEMENTATION OF THE AC FOR LANGUAGES – PART TWO: LANGUAGES FOR WHICH LANGUAGE-SPECIFIC CURRICULA ARE NOT PLANNED FOR DEVELOPMENT BY ACARA**

The MLTAV acknowledges the complex implementation issues in catering for the more than 35 Languages that are taught in Victorian schools, for which ACARA currently has no plans to develop Language-specific curricula:

8. The MLTAV accepts that, given funding constraints, it is unlikely that ACARA will develop Language-specific curricula beyond the Languages planned under Phases 1-3.
9. The MLTAV urges VCAA to lead and support curriculum development for any Languages which will not be developed by ACARA in a timely fashion, so as to ensure equity for all Languages, a guiding principle which has been supported over many decades by the Victorian Government in the provision of Languages programs. Support could, for example, be in the form of payment to teams of writers to develop frameworks (see below) and Language-specific curricula, preferably in cooperation with MLTAV and Single Language Professional Teaching Associations (for full listing, refer <http://mltav.asn.au/languageslinx>).
10. The MLTAV sees merit in developing generic frameworks to assist in the above work. These frameworks would be derived from the curricula developed by ACARA. The following categories would cater for all Languages (noting that the development of a framework for character Languages is not necessary, given that the AC already covers Chinese and Japanese and that development of curricula for Phase 3 Languages – Auslan, Classical languages, Hindi and Turkish – by ACARA is MLTAV’s preferred position): Roman alphabet Languages, Non-Roman alphabet Languages, Auslan, Classical Languages.

# MLTAV 2014 Conference Presentation Samples

All Conference presenter handouts are available for download from the MLTAV website - [www.mltav.asn.au](http://www.mltav.asn.au) under Professional Learning / Conferences - Workshops / 2014 Conference.

The following six (6) sample presentation descriptions, presenter bios and handouts are showcased below:


- Storytelling: An old technique - a new delivery / Kiki Kousourakis
- Language Games for Engaged Learners / Jacquelyn Kirk
- Oral and Written VCE Language Examinations / Adrienne Horrigan
- Using ICT to Provide and Receive Feedback to Students / Nathan Lane
- Languages TeachMeet / Catherine Spurritt
- Supporting Bilingual Development in the Early Years / Dr. Priscilla Clarke

## Storytelling: An old technique - a new delivery / Kiki Kousourakis

This learning session aimed to introduce teachers to a new way of using Story Telling in their language classes in order to further improve their professional practice. Story telling allows students to interact with the language and own their learning experience as well as being an excellent tool for intercultural engagement. It supports the role of the teacher as a facilitator and with the added benefit of technology it can be faster, shared easier as well as documented for assessment and reporting purposes. The session used tools easily and freely available in classrooms such as free iPad applications, recorded videos and Web applications.

**Kiriaki (Kiki) Kousourakis** is currently the Head of Languages at Oakleigh Grammar. She has a passion for teaching languages and has taught in Australia and overseas. Kiki likes to be dynamically involved in the use of ICT in the teaching and learning of languages and is an active member of the *Scootle Community* as one of the first 80 teachers who participated in the project in 2013 as well as the *Educator's Guide to Innovation* and other online communities. She enjoys blogging and sharing information with other teachers online and aspires to create a series of online webinars /videos for students to access freely in order to assist Languages and Blended Learning. Qualifications: B.A., Dip.Ed., M.Ed. (Melbourne University) and M.Ed. (RMIT).







### Background

Story telling has been an integral part of socialising, entertaining and educating in every culture around the world since people could talk.

A great educational tool for the passing on of information from a great hunting story in a "hunter's and gather's society to blogging.





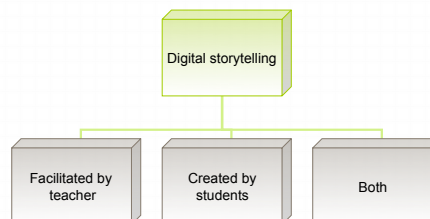
## Storytelling in education: the power of storytelling

- Authentic activity that motivates students
  - Engaging reluctant learners
- Promotes creativity and Problem solving
- Imagination and Visualisation
- EQ
- Introduces and enhances new vocabulary
- Enhances listening, speaking and writing skills
- Reinforces grammar
- Can be used in pre-post testing
- Suitable for all levels of language learning

## Types of storytelling

- 0 Closed storytelling
- 0 Open storytelling
- 0 Musical storytelling
- 0 Digital storytelling

## Digital storytelling



## Storymaker

Let's make our own story!!!!

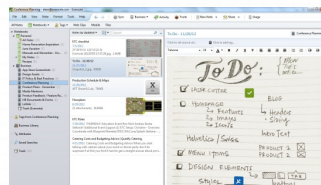


## Evernote

Use Evernote for storytelling

Examples

<http://evernote.com/introduction/>



## The future of storytelling

**"THOSE WHO  
TELL STORIES  
RULE THE  
WORLD."  
- PLATO**



Four I's" that will continue to shape storytelling:

- 0 **Immersion:** Delving deeper into the story through supplementary context and sensory experiences.
- 0 **Interactivity:** Allowing students to become part of the narrative and possibly influence its outcome.
- 0 **Integration:** Having a seamless connection among all platforms being used and going beyond just replicating content on different devices.
- 0 **Impact:** Inspiring students to take action of some kind

*Keep telling  
stories....because*

**WE ALL  
HAVE  
A STORY  
TO TELL.**



# Language Games for Engaged Learners / Jacquelyn Kirk

(For Jacquelyn's full handout document, go to the MLTAV website, [www.mltav.asn.au](http://www.mltav.asn.au) / PL / Conferences

Language games are a proven method of engaging students in a fun, communicative and interactive way. The often competitive nature lends itself to participation and students are required to think creatively and quickly to complete the task or win the point. The friendly environment allows weaker students to be supported and stronger students to be challenged. This interactive workshop will present a selection of language games to engage secondary students in effective revision. Most games can be adapted to suit different year levels and applications; whether it be to review cultural information, vocabulary lists or grammar rules. Templates are provided so you can quickly prepare for lessons and start using these games immediately in the classroom. Hopefully you will find some new games or a new take on some oldies to reinvigorate your own games repertoire.

**Jacquelyn Kirk** started teaching in 2003 in a semi-rural school northwest of Melbourne where she taught Indonesian to years 7 to 12. She moved to Indonesia for two years, teaching in an English language school in Cibubur, Jakarta and then in an international school in Bali, teaching a variety of English and Humanities subjects to both primary and secondary students. Her weekends and holidays were spent travelling around as much of Java and Bali as was possible. She now teaches Indonesian part-time at Somerville Secondary College.



## Grouping Students

*To avoid friendship groups and revise words.*

**Resources:** one word card per student

1. Choose topics to revise (eg. family, classroom objects, clothing, colours)
2. Create a list of words within this topic – one word per student in the class – and try to find words that start with the same letter across each topic.
3. Distribute word cards to students and ask them to find their topic group
4. Now get students to re-distribute themselves into new groups alphabetically using the first letter.  
Class of 25 – (5 groups of 5)  
This helps resolve the issue of students swapping cards to be in a group with their friends!

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## Silent Ball - traditional

*For a break from studies or to end a lesson. (a great student-led activity)*

**Resources** – Ball

1. Students spread out to stand around the classroom
2. Students throw the ball (underhand) around the room for others to catch
3. Impose increasingly difficult conditions until there are only a few left standing (eg, 1 hand behind back, 1 eye closed, on 1 leg)

You are „out“ if you speak, fall over, drop the ball or break a condition

## ‘Silent’ ball / Speaking Ball

*To revise words/have a break in studies/end a lesson*

1. When you catch the ball, you must say a TL word/count/count by twos/name a city etc
2. Change the topic/conditions as the list starts to run out.

You are „out“ if you drop the ball, repeat a word, say the wrong word, take too long to answer.

Variation: ask a student to set the language conditions

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## Flashcard Slam

*Speedy word revision game*

**Resources:** Two or three sets of word flashcards (preferably different colours)

1. Divide the class into two to four teams, each with half a set of flashcards (eg. the TL words/characters only)
2. Place a table in the centre of the three groups so there is equal distance from all.
3. Teacher calls out a word from the other half of the flashcards (eg the English words).
4. The first team to put/slam the correct card down on the centre table gets a point.

(TL = Target language)

CLOTHING	FAMILY	COLOURS	IN THE CLASSROOM
Pants	Poppy	Purple	Pen
Pyjamas			
Boots	Brother	Blue	Book
			Blackboard
Gown	Grandma	Green	Glue
		Grey	
Shoes	Son	Silver	Scissors
	Sister		
T-Shirt	Triplets	Turquoise	Teacher
			Table






# Battleships

To revise or learn words/grammar



1. Students draw a grid (4 x 4 for short game with 6 words, 6 x 6 for long game with 10 words)
2. In the top row and left column, write the target words (everyone must have the same order.)
3. Students choose squares in which to place their
4. "ships".
5. Teacher calls out grid coordinates using the words to "bomb" ships in that square until only one cell is left.
6. Students with a ship in this last cell win the game.

Prepositions	Under	On top	Behind	Between
In front				
Next to				
Outside				
Inside				

## Notes

- A good ratio is if students have half the number of ships as there are words. (4 by 4 grid = 3 ships) This usually means a handful of winners.
- Change terminology to suit your class/topic
  - Ships – bombed
  - Apples – squashed
  - Animals – endangered ☹
- A good rule to make clear from the start, "If I have to ask you where your ships are, you cannot win this game." Students must make their ships/stars/markings clear and cross each coordinate off – not scribble on it. This avoids discussions and accusations of cheating.
- Always read the coordinates in the same way (first word is selected from the top row) to assist students.
- By the end of the game, students will have heard each word repeated several times and you can hold a quiz on what they remember.



# Grammar Battleships

## Variations

- Various forms of the same base word (eg in Indonesian - bersih, **membersihkan**, **kebersihan**, **pembersih**, **dibersihkan**)
- Parts of speech – use a TL word to represent; adjective, pronoun, verb, noun, transitive/intransitive verb, active/passive verb, preposition, abstract noun, conjunction, etc
- Instead of translating the word – use clues or example sentences & students choose the appropriate word.
  - Jangan/tidak/bukan (**Don't** stand on the chair. I **don't** like durian. I'm **not** a durian)
  - Sementara/sambil/sedangkan (I cooked **whilst** my sister cleaned. She ate a mangosteen **while** reading. They like swimming **whereas** I prefer surfing.)

Parts of Speech	Big	They	Read
But			
Chair			
In front			

## CLUE

Big – adjective  
 They – pronoun  
 Read – verb  
 But – conjunction  
 Chair – noun  
 In front – preposition



Parts of Speech (advanced)	Berjalan (walk)	Membaca (read)	Pembacaan (piece of writing)
Menulis (write)			
Ditulis (be written)			
Penulis (writer)			

Berjalan – intransitive verb  
 Membaca – transitive verb  
 Pembacaan – noun Menulis – active verb  
 Ditulis – passive verb Penulis – noun

Its important to always read the top coordinate first to avoid confusion.

## Geographic/Cultural Battleships

- Major cities or towns
  - **Victoria** – clues: Melbourne, Bendigo, Geelong
- Major landmarks in geographical areas
  - **London** – clues: Big Ben, River Thames, Westminster Abbey
- Ethnic groups in geographical areas
  - **Java** – clues: Sundanese, Betawi
- Traditional arts
  - **Japan** – clues: Origami, Kusudama, Ikebana

Capital cities	Java	Sumatra	Kalimantan
Bali			
Sulawesi			
Papua			

\*\*\* \*\*

## Board Memory

*Repetition and concentration helps to reinforce learning of new words.*



**Resources:** set of cards with answers and clues (eg. Pronouns, topic word lists)

1. Stick (blu-tak/magnetic tape) answer cards face-down on the board in a grid with letter and number co-ordinates written above/beside them.
2. Divide class into two or three teams.
3. Team “A” is given a clue from the teacher’s card and they choose a co-ordinate.
4. If the answer card matches, they get a point. If not, it is returned to the board.

Variation: Play as a traditional game of memory with both clue and answer cards arranged on the board. A representative from each team stands at the front and turns over cards as directed by team mates to try and match them.

\*\*\* \*\*

## Class Noughts and Crosses

*Good team game to revise a variety of skills/knowledge*

1. Draw a tic-tac-toe grid on the board with a category in each square.
2. Divide the class into 2 teams.
3. Each team takes turns choosing a square and answering the related question. (Its best to prepare some questions in advance, a few for each category.)
4. If they are correct – put a 0 or X in the spot and the next team takes their turn. If incorrect, they don’t get a mark and the next team has their turn.

Animals	Weather	Sport
Things that are cold	School Subjects	Adjectives
Geography	Food	Clothing

**TIP** - make the centre square the most difficult category for the class because both teams will want to claim this spot!

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## 11 / Buzz

*Practise counting aloud/encourage participation/bit of fun*



1. Students stand in a circle
2. Count in the TL around the circle choosing to say either 1,2,3 or 4 consecutive numbers.
3. Whoever has to say “11” sits out until there is one student left.

## Affix flashcard games

To learn affix spelling and grammar rules in a “hands-on” way.

**Resources:** Sets of coloured affix cards and word base cards.  
(In Indonesian, this game is used for the MeN- prefix)

Me- Men- Meng-  
Mem- Meny-

- Group competition - In groups, students race against each other to match the base words to the correct affix first.
- Personal Best - Students work on beating their best time throughout the term.
- Class refresher – Stick the affix cards on the board and students place the cards you given in the correct column – good to start or end a lesson.
- Affix race – place affix cards on a table at one end of the room & base words at the other. In teams, students must take turns running a base word card across to the affix columns one at a time. First team with a correct set wins.

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## Speaking Circle Games

To practise speaking and encourage participation

Students all sit in a circle without books or pens.



### To market to market...

*“I went to the market and I bought....”*

As the students take turns with this phrase in the TL, they must say all the items that went before them and add one of their own. The more confident students need to be at the end because they must remember ALL the previous items.

### Sentence Practice

**Resources:** Toys/objects related to the target sentence.

1. Place toys in the centre of the circle
2. Write the target sentences on the board (if students need the support)
3. Students take turns asking and answering the questions until all have had a chance to do both.

**Example:** *Prepositions, Animals & environment*

- Toy animals
  - Environment – toy trees, leaves, rocks, grass, pictures of desert & beach
- Sentences - *Where is the lion? The lion is on top of the rock!*



**Example:** *Classroom objects, counting, there are/is this?/this/that (colours)*

- Objects – 2 pens, 1 book, 3 erasers, 10 pencils etc
- Sentences - *How many pens are there? Is that/this pen red? What is this/that?*

### Other suggestions:

- Shopping list  
Students collect food items in a basket according to a spoken list given by others.
- Where are you going?  
Toy vehicles and a map/toy buildings. Answer – *“I’m going by bus to the hospital”* and move the toys.
- Who am I?  
Pictures of different people arranged on the floor. Two students compete to guess the correct picture from spoken descriptive sentences. (Eg. *“He has green eyes”*.)
- Weather Board  
Pictures of different weather features are on the floor, a chosen student/s must create a weather board according to the day described by others in the circle. They then repeat the mini weather forecast to reinforce the language used.

## Answer the phone!

*A fast game to practise numbers.*

**Resources:** Old or toy phone & telephone number slips (two or each number)

Students stand in a circle with a toy phone in the centre.

Each student receives a telephone number slip in numerals.

Teacher calls out a number in the TL and the first student to “answer” the phone wins.

Note: Each number must have a pair. In case of an odd number of students, make three slips for one telephone number.



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## Ships

*A team game to hone listening skills.*

**Resources:** Large sheets of butchers or poster paper  
One copy of a text in the TL.



1. Each team has a “ship” (a piece of large paper placed on the ground – outside is best)
2. A key word is selected from the passage and told to the students before starting.
3. While walking around (like musical chairs) students listen to the passage read aloud by the teacher.
4. When they hear the key word, all team members must jump on their “ship”.
5. The first team to be on their ship wins. (If it is a large ship, they should be totally on it, if a smaller one, at least one full foot. Allocate a point to the team who is first to all stand on their “ship”.
6. Continue until the passage is finished and the team with the most points wins the challenge.

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## Icy-pole flashcards

*A variation on flashcard games.*

**Resources:** Sets of icy-pole sticks with the TL words on one side and English on the other.  
Master list of words for each set. (laminated for posterity)

1. In groups, students lay the icy-pole sticks out on the table with one language facing up.
2. One person (usually a weaker student) reads a word out from the list.
3. Students try to grab the corresponding icy-pole stick first to collect the most number of sticks by the end of the game.



Note: Coloured or natural icy-pole sticks can be purchased at discount and craft shops.  
Colour-coding each set is useful to avoid getting them mixed up.

\*\*\* \*\*

## Line Race

*A fast word revision game.*

1. Divide the class into two even teams standing in lines side by side.
2. Ask the two students at the head of the lines a question. The student who gives the fastest correct answer to a question goes to the back of the line. (A bell or similar noise maker can be used.)
3. The triumphant team is the one that rotates through all its members the fastest.



## What is she wearing?

*Students practise their sentences by asking and answering about clothing worn.*

**Resources:** Magnetic Doll and clothes OR Paper doll, clothes & blue-tack, OR your own marvellous creation.

**TASK 1:** **Display the doll on the board and the clothes beside her/him.**

- Start by saying, “*She is wearing pink boots.*” The student who translates puts the clothes on the doll. Continue until the doll is dressed.
- “*Take off the pink boots.*” The student who translates takes the item of clothing off. (This activity could be deemed inappropriate for some classes – discretion required ☺)

**TASK 2:** **Display the doll on the board and the clothes beside her/him.**

- Students take turns telling a partner what “she is wearing” and their partner must dress the doll correctly.

**TASK 3:** **Display the doll on the board with an outfit on (or ask a student to choose)**

- Confident students volunteer to describe the whole outfit.

**TASK 4:** **Display the doll on the board with an outfit on.**

- Students must write a short paragraph to describe the outfit.

**TASK 5:** **Display the doll on the board and the clothes beside her/him.**

- Students each write a paragraph to describe an outfit then read it out to a partner who must dress the doll accordingly.



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## Dicta-run

*An energetic game covering reading, writing, speaking, listening and running!*

**Resources:** Photocopied paragraph in the TL, pen & lined paper per group  
Space to run

1. Organise students into groups of 4-6. Nominate a Reader, a Writer and some Runners.
2. The Reader has the TL paragraph and sits on one side of the classroom (or somewhere outside.) They may not show the paragraph to anyone else.
3. The Writer has the pen and paper and sits a “running distance” away from the Reader.
4. The Reader dictates some of the passage in the TL to Runner #1 who then runs to the Writer and repeats the passage.
5. Runner #1 then runs back to the Reader and Runner #2 sets off to the Writer. (You decide if the Reader can dictate to Runner #2 while #1 is running or if they have to wait for their return.)
6. The aim is to get all the passage down quickly and accurately.

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## Target Practice

*An energetic game to practise words.*

**Resources:** Bouncy/tennis balls on elastic (can be purchased at discount shops or easily made)  
Paper plates with target words  
Lots of blu-tak and a brick wall away from breakables

1. Arrange the plates on the wall.
2. Call out a word and student/s (no more than 2) must hit the correct plate with the ball first.

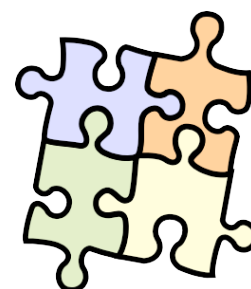


## Puzzling Descriptions

*A collaborative writing activity disguised as a puzzle and guessing game.*

**Resources:** Pictures of animals cut up into puzzle pieces (laminated is best)

1. Explain to the students they will be playing a guessing game but they must first secretly put together a puzzle so the other teams cannot see their picture.
2. When they have discovered their puzzle picture, they need to describe it in 5 TL sentences.
3. After an allocated time, groups will read out their description to the others who need to try and guess what picture they had.



Points are allocated for correct guesses and great descriptions.

Topic ideas:

- Animals - describe appearance, habitat, behaviour, food
- People - photos of students, teachers, celebrities - describe appearance, subject/job, likes, etc
- Occupations - she works at / wears / does
- Vehicles - number of wheels, place of use, colour, how it works (engine, horse), common uses
- Fruit - appearance, taste, origin, texture
- Sports - equipment, place to play, team/individual, famous players (last clue!)
- Places - beach, desert, school, shop - features, things to do there, appearance, who lives/visits

\*\*\* \*\*

## Word Dice

*To practise forming sentences / speaking / writing*

**Resources:** Dice template photocopied on coloured paper- one colour per word category.  
(eg. pronoun - blue, place - red, vehicle - green)  
Scissors & glue

1. Students are in groups depending on the number of word categories
2. Fill one word in each square then build the dice.
3. Roll a set of dice and make a sentence using the words that are rolled.

### Tips

For learning the sentence, write the sentence structure on the board

"I go by bus to school."  
Pronoun "go by" vehicle "to" place.

Speaking test - students roll the dice and say the sentence aloud to the teacher.

Writing task - Write 3 sentences based on dice rolls.

A template for word dice is included at the end of this booklet.





Puede leer este mensaje?  
Pouvez-vous lire ceci?  
Können Sie das lesen?  
你会说中文吗?  
あなたはこれが読めますか?  
Μπορείτε να διαβάσετε αυτό?  
Bisakah anda membaca ini?

## Speak another language?

You could be eligible for a Languages Teaching Scholarship. This means we'll help pay for you to become a qualified languages teacher.

So why not use your language skills to gain a professional advantage and a skill that's in high demand?

This is the third and final round of Languages Teaching Scholarships available for study in 2015.

Apply for a Round 3 Scholarship and you could help students develop a skill that will uncover a world of opportunities.

Visit the website for more information and to find out if you're eligible.



[www.education.vic.gov.au/languagescholarships](http://www.education.vic.gov.au/languagescholarships)



# Languages and Multicultural Education Resource Centre (LMERC)

The Languages and Multicultural Education Resource Centre (LMERC) is a DEECD specialised library for educators in the areas of: Languages, English as an Additional Language (EAL/ESL), Multicultural Education, Studies of Asia, Civics and Citizenship, Human Rights, Global Education, Values and related areas.

The LMERC library holds an extensive collection of over 30,000 references, resources and electronic materials for teachers P-12.

Resources in over 60 languages are available for loan including: teacher reference materials, CLIL methodology and practical subject based resources, curriculum resources, lesson plans & activities, games, posters, feature films, bilingual picture books and readers in all formats (books, CDs & DVDs). The LMERC catalogue contains links to online resources and our wikispace and newsletter are great sources of information about new resources, events and professional development opportunities.

LMERC library membership is available to teachers from all school sectors, community language schools, and staff and students from tertiary education faculties

To become a member of LMERC: visit the library and complete an application form to receive a library card for immediate use or to join online go to <http://lmerc.softlinkhosting.com.au/liberty3> Click 'register' at the top right hand corner of the screen for online application form. Resources can be posted to schools in regional areas at no cost, but school/teacher bears cost of return postage.



## Address

150 Palmerston Street, Carlton. 3053 (near corner Drummond & Palmerston Sts.)

## Hours

Monday to Friday 9-5pm. Open all term breaks.

## Contact LMERC:

Tel: (03) 93491418 Fax: (03) 93491295

Email: [lmerc.library@edumail.vic.gov.au](mailto:lmerc.library@edumail.vic.gov.au)

Catalogue: <http://lmerc.softlinkhosting.com.au/liberty3>

Wiki: <http://globaleducationresources.wikispaces.com/>

## Oral and Written VCE Language Examinations / Adrienne Horrigan

This workshop focused on the Oral and Written SL VCE Language Examinations. This interactive workshop discussed strategies for effective preparation in the remaining time leading up to the examinations. Aspects of the study design prompted discussion and armed teachers with suggestions to adapt to their situation and needs.

**Adrienne Horrigan** was born and educated in Britain, became trilingual having spent her childhood in Switzerland, and later settled in Australia. Adrienne was an effective teacher with a breadth of overseas and Australian experience, a writer of French grammar texts, former French Panel Chair and Chief Assessor. She is currently working as a Consultant for the Victorian Curriculum and Assessment Authority and is on the Executive of the Modern Language Teachers' Association of Victoria, Inc. (MLTAV).

### Introduction

The lead time to the end-of-year examinations is precious so priorities need to be organised to maximise outcomes. Assuming that most of the coursework for Unit 4 is nearing completion, what do students still need to do? How should teachers guide them towards focussed revision and useful preparation for the examinations? How do they encourage and support them whilst urging them forwards to achieve their full potential, when their minds may be occupied with the implications of their futures after leaving school?

This article attempts to summarise the nature of VCE Second Languages and suggest some matters to consider before the end-of-year examinations. There are two sorts of language study designs:

- Victorian languages (larger candidatures)
- CCAFL languages (nationally produced for smaller candidatures)

CCAFL = Collaborative Curriculum and Assessment Framework for Languages

Whilst basically very similar there are nonetheless slight differences, as evident from the time allocations below. Further differences lie in the number of texts, questions, permitted new text types and some new kinds of writing introduced in 2013.

### SL Oral Examination 15 mins

- Conversation 7½ mins approx.
- Discussion of Detailed Study 7½ mins approx.

### SL Written Examination (times see below)

- Section 1 Listening and responding
- Section 2 Reading and responding (Chinese SL / SLA Translation)
- Section 3 Writing

**Victorian Examinations** 2 hours plus 15 mins reading time

**CCAFL Examinations** 3 hours including 10 mins reading time

## ORAL EXAMINATION

### Section 1 Conversation

Why do some people find conversation easy and others find it challenging? Although students are unlikely to be their “natural selves” when speaking in the target language, they should focus on the communication and the listeners (rather than themselves). Students should greet the assessors cheerfully and identify themselves, whatever their fears. “What might these people like to know about me?” (Distinguishing features not an inventory of details). Some students are aware of their role in linking, turn-taking and interacting with the other person, even with only the most basic language skills. They convey ideas with facial expression, gesture and other non-verbal forms of communication. In fact they disregard their fears as they reach out intuitively to their audience. Going over some of the key knowledge and skills highlights aspects of conversational excellence.

**Some Key knowledge and skills - SPEAKING (from the VCE Study Design):**

- initiate and maintain an exchange by recognising and responding to clues for turn-taking;
- use structures related to describing, explaining and commenting on past, present or future events or experiences



- apply conventions of informal conversation
- use a range of question and answer forms
- know how to request clarification or further details
- self-correct or use exclamations or appropriate gap fillers to maintain continuity
- use affirming phrases and formulaic expressions related to negotiating
- use connectives to enhance the flow of the discourse
- exchange and justify opinions and ideas
- refer to texts / events by reported speech
- use appropriate non-verbal forms of communication, such as eye-contact and gesture

### General strategies for the Oral Examination

There are certain strategies that students should observe e.g.

- understand the overall requirements of the oral examination procedure, the criteria for assessment, and be conversant with the differences between the Conversation and the Discussion of the Detailed Study
- know the conduct for an examination setting, and that English is only to be used for the student number. No reference may be made to the name of the teacher or school, (no school uniform) and students should wear smart casual, not school uniform
- practise oral skills of speaking and listening whenever possible
- revise and practise linguistic structures by going over previous units of work
- request clarification or repetition
- know the language to persuade, negotiate, agree, including appropriate formulaic and cultural expressions
- consider presentation skills and body language at home in front of a mirror
- devise strategies during impromptu sessions so that students learn to think on their feet
- use known language - “don’t know, don’t use!”
- “anticipate the unexpected”, then confidence is not undermined but rather boosted.

Students should be aware that when Section 1, the Conversation is drawing to a close, one of the assessors will indicate that Section 2 Discussion is about to start. Students should have prepared an appropriate introduction, taking no more than one minute stating the title of the Detailed Study sub-topic, a brief elaboration or focus of the key ideas covered. This one-minute summary is a guide to assessors and might well be practised and learned by heart to minimise anxiety issues. Students should also indicate to the assessors whether anything has been brought in to support the discussion e.g. chart / trinket / picture etc. NB Cue cards are not permitted in Second Language Examinations. The student may be penalised if the item is deemed to contain words which might be used as supporting clues.

### Section 2 Discussion

The Detailed Study (*LANGUAGE AND CULTURE THROUGH TEXTS*) absorbs about 15 hours of scheduled class time to enable students to explore the language and culture of the LOTE-speaking community through a range of oral and written texts related to the selected sub-topic. This is to

*“enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community”.*

The one sub-topic selected should be sufficiently broad to accommodate a range of interests and perspectives, so that each student may provide an individual response in the discussion. Students should revise the general areas of study rather than the minutiae. It is important to understand that the student’s introduction will guide the assessors’ questions and be aware that the discussion might focus on one or several of the areas they have covered. If the exchange verges into territory not covered in the study, students may indicate this to the assessors. Students should plan tactics, focus areas and be able to explain the appeal of their topic and justify their claims with evidence from the texts studied. A well trained student might use the opportunity to redirect the discourse into a different channel suited to them. A good sort of topic avoids being purely descriptive and offers some sort of challenge, enabling the student to present a point of view, justify opinions or ideas, by arguing and convincing the assessors with reference to the texts studied. This section of the examination tests the student’s ability to respond critically to aspects of the language and culture of the LOTE-speaking community.

## THE WRITTEN EXAMINATION

There are three sections, which vary slightly in length and number of texts according to whether Victorian or CCAFL.

### **SL Written Examination** (times see below)

- Section 1 Listening and responding
- Section 2 Reading and responding
- Section 3 Writing

**Victorian Examinations** 2 hours plus 15 mins reading time

**CCAFL Examinations** 3 hours including 10 mins reading time

Students should make the most of their reading time to look very closely at instructions and the tasks and questions set on the passages. In **Section 1 Listening and Responding** and **Section 2 Reading and Responding** there are two parts.

**PART A** requires answers in **ENGLISH** while **PART B** requires answers in the **target language**. Answers in the wrong language gain no marks but every year a mishap occurs.

### **Section 2 Listening and Responding**

This section is designed to assess the student's knowledge and skill in analysing information from spoken texts. The student will hear

- 2 texts in Part A and 1 text in Part B - over a total of 9-10 minutes for the two hearings. (**Victorian Examinations**)
- 3 texts in Part A and 3 texts in Part B - over a total of 16 minutes for the two hearings. (**CCAFL Examinations**)

After each reading there is a pause when students take notes in the right hand margin of the examination script booklet. After the second reading the student is given sufficient time to complete the response. The student will be required to respond to a range of question types, e.g. multiple choice, open-ended questions, table, chart. Examination of the listening questions during reading time may give clues to the text.

#### **Some Key knowledge and skills for LISTENING (from the VCE Study Design)**

- convey gist, identify main points, supporting points and detailed items of specific information
- recognise common patterns of word formation, structures and content related to topics studied
- infer points of view, attitudes or emotions from context and/or choice of language and intonation
- convey meaning accurately
- establish and confirm meaning through re-listening, using dictionaries
- show knowledge of registers and stylistic features such as repetition and tone
- be aware that Part A requires responses in English and Part B responses in the target language

### **Section 2 Reading and Responding**

This section is designed to assess the student's knowledge and skill in analysing information from written texts. The Victorian and CCAFL papers differ in this section.

#### **Victorian Examinations**

Section A requires responses in English

Section B requires responses in the target language

Where there are two texts they will be different in style and purpose but may be related in subject matter or context.

## CCAFL Examinations

Section A requires responses in English

Section B offers a text in the target language of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the text. The task will specify a purpose, context and audience, to which the student will be expected to write 150 - 200 words in the target language.

Revision strategies should include reading a variety of texts from diverse sources with different text types and kinds of writing. Students should consider the context, purpose and audience of a text, analyse general and specific information and ideas, also look for possible sub-text (reading between the lines).

### Some Key knowledge and skills for READING (from the VCE Study Design)

- convey gist, identify main points, and extract and use information
- infer meaning from linguistic and contextual features
- infer points of view, attitudes, emotions from context, and/or choice of language
- summarise, interpret and evaluate information from texts
- compare and contrast aspects of texts of different texts on a similar topic
- show knowledge of and use of a range of text types
- appreciate cultural aspects critical to understanding the text
- infer meaning from cognates, grammatical markers, common patterns of word formation
- convey understanding accurately
- be aware that Part A requires responses in English and Part B responses in the target language

NB. People rarely understand every word in their own language, so target language learners must attempt to grasp the gist of a text and possibly infer meaning from linguistic and contextual clues. In Reading tasks, revision strategies should also include studying a variety of texts from diverse sources with different text types and kinds of writing. Students should consider the context, purpose and audience of a text, analyse general and specific information and ideas, also look for possible implied meanings.

## Section 3 Writing

Section 3 of the examination is designed to assess the student's ability to express ideas through the creation of original text in the target language. Students should read the choice of tasks carefully from the point of view of appeal, content, kind of writing and text type.

### Written Texts

The purpose of a text is defined by audience, context, kind of writing and text type. Spoken texts are spontaneous unlike written texts, which stand alone, are more permanent and crafted to stand alone devoid of body language, so that the message must be clearly conveyed across "space and time".

Class practice of planning, (jotting down random ideas, deleting and rearranging some points, ensures a more sequential roll-out of ideas). Paragraphs should be constructed with a topic sentence followed by further development of the ideas leading to the next paragraph, like *stepping stones* or links in a chain. The whole text should begin with a brief opening statement (introduction) and end with a closing statement (conclusion), like book ends. Pre-learned "set responses" do not work whereas individual phrases, vocabulary and ideas, like bricks can be built into a solid construction.

### Some Key knowledge and skills for WRITING (from the VCE Study Design)

The kinds of writing and text types are different for the Victorian Examinations as opposed to the CCAFL examinations.

**VICTORIAN KINDS OF WRITING** - create a personal, imaginative, informative, persuasive, evaluative text focusing on an event in the past, present or future. **CCAFL KINDS OF WRITING** - since 2013 CCAFL allows the Victorian kinds of writing as well as descriptive, narrative, reflective, or these in combination

- describe and comment on aspects of past, present and future experience
- show knowledge of first and third person narrative perspectives
- vary style and register for audience, context and purpose
- use a range of relevant text types
- organise and sequence text
- simplify and paraphrase complex expressions

- use simple stylistic techniques such as repetition, question, exclamations
- select and use reference materials such as dictionaries.

These notes rely heavily on a number of language Study Designs which may be overlooked in the rush to the end of the year. Careful consideration of the key knowledge and skills outlined in this commentary, may be viewed together with the slide show handout (available for download from the MLTAV website, [www.mltav.asn.au](http://www.mltav.asn.au), under Professional Learning / Conferences - Workshops / 2014 Conference) which suggests strategies to bring about the best possible outcome for each student.

### Victory - Curriculum - Examinations

- **C**onfidence results from on-going practice, so
- **O**bserve grammatical rules
- **N**ullify slips and errors
- **Q**uestion the focus of each task
- **U**nderstand the criteria for assessment
- **E**xploit a range of vocabulary and structures
- **S**et standards for self
- **T**ake time management seriously



## ICT Tools And Resources For The Languages Classroom Catherine Bradford

These are resources to invigorate language learning. Do you want to improve your ICT skills? Do you want your language teaching to be more effective? Do you want your students to be more engaged? Do you want your students' learning to accelerate? Do you want to be an innovative teacher? This session introduced the e-book 'ICT Tools And Resources For The Languages Classroom', created specifically for language teachers by MLTAV and DEECD. Using this resource as a springboard, participants at the Conference session explored and shared rich learning activities to use in their Languages programs.

**Catherine Bradford** has been teaching Japanese at Chatham Primary for the past 15 years and has had a strong interest in using ICT in the Language classroom for many years. Cathie was one of many Languages teachers who contributed to the e-book, 'ICT Tools And Resources For The Languages Classroom.' She was involved in the 2010 & 2011 NALSSP ICT 'Leading Schools in the Digital Age' and is the ICT Coordinator at her school.

### *ICT Tools In The Languages Classroom: A resource to invigorate language learning*

Cathie Bradford

[bradfrord.catherine.l@edumail.vic.gov.au](mailto:bradfrord.catherine.l@edumail.vic.gov.au)

This session outlines a resource created by MLTAV and DEECD.

It is an eBook and is hosted on FUSE. It can be viewed on-line or downloaded as a PDF.

Please note that it is hosted under the title '**Blended learning in languages education eBook**'.

<https://fuse.education.vic.gov.au/content/e791bef0-138d-40e1-a26e-b7196e996776/blended%20learning%20in%20languages%20ebook%20edition%202%20final.pdf>

Please send me an email to my email address at the top of this page if you would like the link sent to you.

The eBook lists many different technologies that are suited to Languages classrooms.

It also explains how they can be used and gives examples of how different schools have incorporated the technologies into their programs. There are also some step-by-step instructions to follow.

Animation	Pronunciation correction tools
Avatars	Quizzes
Blogs	Robotics (Bee bots)
Cartoon dialogues	Screen casting
Digital images	Self-paced language courses
Digital story telling	Social networking
e-books	Songs and lyrics
eduSTAR software*	Video dialogues
Film making and green screens	Virtual conferencing
Flashcards and vocabulary lists	Virtual trips and webcams
Foreign language films and subtitles	Vodcasting
FUSE Games	Voice threads
Guides and phrasebooks	VOIP (Voice over Internet Protocol/Skype)
iPads	Web presentations
Interactive White Boards (IWB)	Web quests
Learning objects	Wikis
Online dictionaries	Word clouds and walls
Online translation tools	YouTube
Online media	
Podcasting	



## Using ICT to Provide & Receive Feedback to Students / Nathan Lane

This session was aimed at Conference delegates with beginner level ICT skills. Feedback is important for students as they learn, and for teachers in directing their teaching. Participants at this session were introduced to Web 2.0 tools and apps that they could use to receive feedback from and provide feedback to their students.

**Nathan Lane** has been teaching Japanese in Victorian Government and Catholic secondary schools for the past fourteen years. Currently, he is the Languages Domain Leader and Japanese teacher at St. Columba's College. Nathan has presented at state, national and international language conferences and has been involved in resource development and external assessment for students studying Japanese at secondary level. He is current President of the Japanese Language Teachers' Association of Victoria, (JLTAV).

### Using ICT to Provide and Receive Feedback to Students Beginner Session

Feedback that is effective is based on learning intentions and success criteria and provides students with information not only about what they have done well and where they need to improve, but also about how they can improve their performance. (Glasson 2009, p. 6)

***Finding out what students have learned. Have the learning intentions for a lesson been met?***

#### **Exit ticket**

Near the end of the lesson ask the class a question related to what has been introduced during the lesson. Students can write their response on a card and submit it to the teacher, however, a quicker way for the teacher to analyse responses is to create the exit ticket using Google Docs.

#### **Variations on exit tickets**

Students write three things they want to practise, two things they would expect to find on a test, and one thing they enjoyed from the lesson.

***Finding out what students are learning***

#### **Entrance ticket**

As students walk into the classroom they answer a question posed by the teacher (using Google Docs). It could be simply to answer a question based on a concept introduced in the previous lesson. The responses from the students will help direct the teaching in the lesson.

#### **Whiteboard app on iPad**

Students write their answer to a question posed by the teacher. Students hold their iPads up so the responses can be seen and the teacher can gauge how well they have understood a particular concept and whether to move on or not.

#### **Web 2.0 tools**

- <http://padlet.com/>
- <http://www.speakpipe.com/> (also comes as an app)
- <http://corp.eyejot.com/>
- Flip Quiz (like 'Jeopardy'): <http://flipquiz.me/>

#### **Apps**

- Socrative (Exit Ticket)
- Show Me
- Explain Everything
- Voice Thread



## Languages TeachMeet / Catherine Spurrirt

Teachers sharing ideas about teaching and learning with other teachers - this is what the TeachMeet movement is all about. This Conference session explored the benefits of participating in these 'unconferences' by showcasing what TeachMeets are all about. New ideas, personal insights, examples of best practice... what more could you want in a professional learning activity?

**Catherine Spurrirt** has taught French to students from Year 3 - Year 12 in Victorian Catholic and Independent schools. She is passionate about using technology to improve student learning and increase their engagement with the target language beyond the classroom. In her current role as Curriculum Leader - Languages at Avila College, Catherine finds herself questioning "what could learning look like in the contemporary classroom?"

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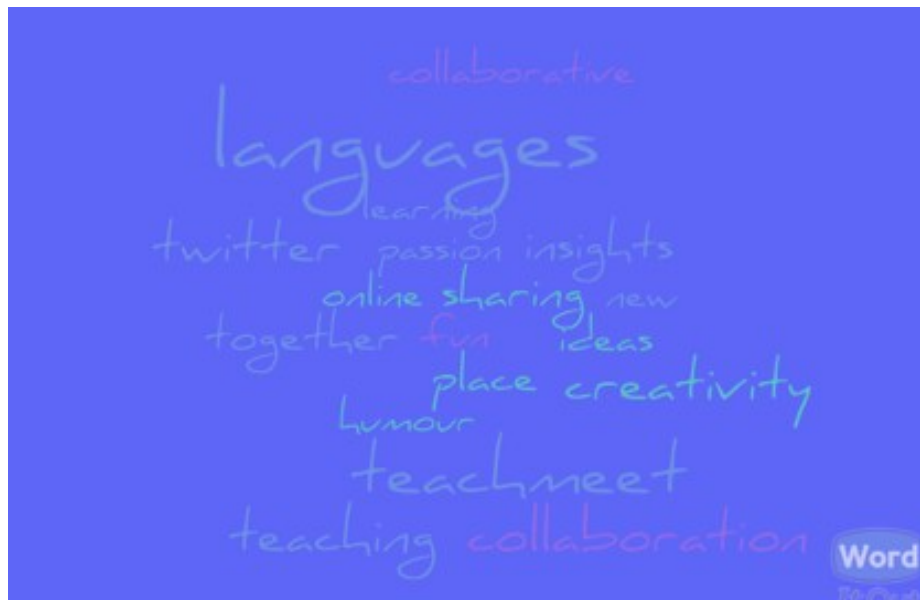


BRINGING  
LANGUAGES  
TEACHERS  
TOGETHER



FOLLOW #TMMELB  
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# LANGUAGES TEACHMEET



## Launching Languages TeachMeet

### WHAT IS A TEACHMEET?

TeachMeets are meetings/un-conferences where teachers share good practice, practical ideas and personal insights into teaching with technology. All participants are encouraged to be ready to volunteer an idea, a tool or a website that they have delivered in their classroom.

Any teacher can host a TeachMeet, and choose a theme relevant to their practice – participants then offer to present an idea that is related to the theme. Many spaces can hold a TeachMeet – pubs, libraries, schools... we've even had one at a zoo!

Alternatively they can discuss a product that they believe enhances their classroom practice. New teachers are encouraged to attend and learn.

The idea behind TeachMeets is hearing stories about learning, from teachers (and sometimes students as well!) This is a chance for teachers from all types of schools to network and to hear ideas from each other.

A key element of a good TeachMeet is offering a variety of short, sharp presentations rather than longwinded keynotes. Presenters are free to choose whether a 2 or 7 minute-long presentation might best suit their needs.

TeachMeets are open to all regardless of experience, qualifications or sector and do not charge an entry fee.

(Source: [www.teachmeet.net](http://www.teachmeet.net))

## Where to from here?

The MLTAV is excited about what TeachMeets could offer to the Language Teaching community!

***Want to learn more?***

***Keen to host a TeachMeet at your school or institution?***

***Excited to share ideas from your classroom with colleagues?***

Contact Kerry O'Connor at the MLTAV via email:

[info@mltav.asn.au](mailto:info@mltav.asn.au)

Visit the TeachMeet Melbourne website:

<http://www.teachmeet.net/category/vic/melbourne/>

or join the wiki:

<https://teachmeetmelbourne.wikispaces.com/>

Follow #tmmelb on Twitter

**Languages TeachMeets will also be promoted in future editions of Languages Connect.**

*Inspiring  
educators,  
inspiring others*



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Avila College

Mount Waverley

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# Languages TeachMeet

**The Modern Language Teachers' Association of Victoria, Inc. (MLTAV) is pleased to advertise this FREE Professional Learning and Networking Opportunity**

Teachers sharing ideas about teaching and learning with other teachers - this is what the TeachMeet movement is all about. New ideas, personal insights, examples of best practice... what more could you want in a professional learning activity?

**DATE:** Wednesday 6 August 2014

**TIME:** 4.30pm - 5.30pm + networking time immediately after

**VENUE:** Avila College, 35 Charles Street, Mount Waverley

## Presentations

TeachMeets rely on participants voluntarily sharing. Presentations can be about any resources and/or learning teaching approaches you would like to share e.g. class management, learning styles, teaching methods, tech tools, cool websites, global collaboration. You can volunteer to present either a 2 or 7 minute session or simply come along to see what all the fuss is about! These sessions are short and sharp and at the end of the last session, networking time provides an opportunity to speak informally with presenters and other colleagues.

## Registrations

To register to attend (and express an interest in presenting if you wish to), please go to <http://tinyurl.com/langsteachmeet>

## Bring Along ..

- Work colleagues
- A plate of food to share (optional) - tea and coffee will be provided
- Something to take down notes / names / contacts / thoughts / ideas



## Supporting Bilingual Development in the Early Years / Dr. Priscilla Clarke

The Convention on the Rights of the Child puts children's rights on the world's agenda; it is the most widely ratified treaty in the world, adopted by the United Nations General Assembly on November 20, 1959. Article 30 endorses the right of children to maintain their culture and language.

This Conference presentation discussed the right of children to maintain their first language(s) in early years settings. The importance of a strong first language as a foundation for learning English as an additional language was also discussed.

The following issues were discussed at the Conference session:

- Maintenance of the first language;
- The importance of being bilingual;
- The first language as a foundation for EAL;
- Supporting parents to maintain the whole language;
- Bilingual programs in the early years - programs in Victoria;
- Challenges for early years educators.

**Dr. Priscilla Clarke, OAM** is an Early Childhood Consultant specialising in the second Language acquisition of young bilingual children. Priscilla was Executive Director of FKA Children's Services (retired in April 2009). Priscilla's Ph.D examined the second language acquisition of 4 Vietnamese-speaking children in a multicultural kindergarten in Richmond. She has conducted professional development for early years' teachers in Australia, New Zealand, Thailand, Ireland, North Ireland, Scotland and England. She is the author of many publications. Most recently she has written a number of documents for Victorian Curriculum Assessment Authority including Language in the Early Years (birth to six) (as a supplement to the Victorian Early Years Learning and Development Framework (VEYLDF). A trainer's manual 'Supporting Children Learning English as an additional Language in the early years (0-6)' and a Resource Booklet 'Learning English as an additional language in the early years'. She is currently working with VCAA to develop a resource on 'Transition to School' (EAL Learners).

*In 2003, Priscilla was awarded an Order of Australia Medal for her significant contribution to the bilingual preschool education of immigrant and refugee children.*

### Dr. Clarke's Conference Paper

Australia is a country with a rich diversity of languages, including the languages of the Indigenous people and the immigrants who have settled in Australia over the past 200 years. Increased globalisation and patterns of migration are resulting in rapid changes to patterns of diversity in populations. These changes are reflected in children's services and present challenges for early years' educators.

#### Maintenance of the first language

Throughout the world, many people are recognising the importance of maintaining the home language. In some parts of Australia, there are efforts to assist Indigenous children to maintain their Aboriginal or Torres Strait Islander languages. In Victoria, no government funding is available to preschool services to support the maintenance of the first languages of children and there is only limited funding for bilingual support to assist children to settle into services or to support those having difficulty learning English. Few opportunities exist for children to be immersed in their own language within Australian preschool and child care services, while learning English as an additional language.

In Victoria, a number of Ethnic and cultural groups have established bilingual child care and preschool programs to maintain or reclaim their heritage languages but they receive no special funding from the government. Such programs include a Yiddish immersion preschool and child care centre, bilingual preschool programs in Hebrew, a Greek bilingual child care and kindergarten, an Italian community language program in a Child Care Centre, an Italian-Immersion kindergarten, several Vietnamese Child Care Centres, a bilingual Arabic and English child care service and a multilingual kindergarten catering for Mandarin, Cantonese, Hakka, Vietnamese, Arabic and Somali-speaking children. There are also a number of bilingual playgroups throughout Victoria.

#### The right to maintain the first language

The challenge for early years' educators and policy-makers is to ensure that all children are respected and that the cultural and linguistic resources they bring to early childhood services are maximised. To ignore or waste the linguistic resources of the nation, by discouraging children from developing their home

language, is poor in economical terms and also fails to recognise the child's right to 'profess and practise their own religion, or to use their own language'. (Convention on the Rights of the Child, 1990). It is therefore clear that the failure to provide home language support for children with language backgrounds other than English contravenes basic linguistic and human rights (Skutnabb-Kangas 1999).

The research is clear about the importance of maintaining the mother tongue or home language for children's overall personal and educational development (Ball, 2011, Clarke, 2009, Clarke, 1996, Cummins 2000, Skutnabb-Kangas 2000, Milne and Clarke 1993). The positive advantages of bilingualism include: increased self esteem, development of a positive identity and attitudes towards language learning, cognitive flexibility, increased problem-solving and greater metalinguistic awareness. A strong first language also provides a basis for learning English as an additional language. Encouraging children to become bilingual strengthens family ties and develops bonds with the extended family.

### **Increased self-esteem and development of a positive identity**

For young children, their identity and sense of self is inextricably linked to the language they speak and their culture into which they have been socialised. Children's cultural and linguistic experiences in the home are the foundation for their future learning. A strong sense of self and family supports a wide range of learning capabilities, including learning an additional language.

The first years of life are crucial for children to acquire basic trust. Basic trust comes from the provision of safe, supportive, predictable environments that enable children to develop positive relationships with others and which reinforce the children's ideas of their own self worth. (Siraj-Blatchford and Clarke 2000). Such respect is not apparent when children who do not speak the majority language are denied adequate support for the maintenance of their home language. On entry to child care or preschool many find that the language which has been central to the critical early development of their identity and self esteem now has little significance as a medium for continued learning or transmission of their culture and values.

The continued use of the first language is essential for maintenance of culture and for the development of a positive identity for the child. For children who have begun their development in a language other than English, it is essential that they continue this development at home and also within the early years' setting.

### **The foundation of language**

The first six years of life are critical for language development. A strong foundation in the first or home language provides for successful mastery of subsequent languages. It has also been shown that the level of development of the children's first language is a strong predictor of their progress in learning an additional language. Children use the knowledge and skills learned in the home language as a basis for learning in English. The development of concepts and thinking skills in two languages is interdependent. When children have the opportunity to develop their abilities in two languages throughout the early years, they gain a deeper understanding of language and how to use it effectively.

When young children are learning English as an additional language and continuing development of their first language it is normal to be dominant in one of the two languages. Most bilinguals use their two languages for different purposes and events. (Baker, 2006). One language used may be specific to a specific context. A child may be competent in one context but not another. Rather than highlight an apparent deficit in language development, it is important to emphasise that when suitable conditions are provided, competence in language is capable of development to high levels.

The first languages of children are fragile and easily eroded in the early years of preschool and school. Educators are often surprised at how quickly children seem to pick up skills in speaking English. However, they are often less aware of how quickly children can lose the ability to use their first language, even at home (Cummins 2000).

Research Genesee (2000) shows that there is a window of opportunity for optimum language learning from birth until age 10. During early childhood the brain retains the ability to re-learn sounds it has discarded so young children typically learn new languages easily with appropriate accents. However, after about 10 years of age, plasticity for this function is greatly diminished.

Language learning is remarkably similar across cultures and children from diverse language backgrounds follow a similar developmental pathway. At 6 months of age, infants can distinguish the full range of sounds in the world's languages. However by 12 months of age, they have lost many of the distinctions as they focus on their own language. As children develop bilingually they may mix the use of the two languages. This will sort itself out and the children will learn to separate the words belonging to each



language and know which language to use in different contexts. By 7 years of age, children are likely to be able to cope with two language systems using both vocabulary and grammar appropriate to their age.

Children may lose their first language skills as the additional language becomes more dominant and because of the emphasis on the use of English at preschool or school children may be reluctant to continue using their first language.

### **Supporting parents to maintain their home languages**

Early Childhood Educators can help children retain and develop their first language by becoming strong advocates for bilingual children and giving strong affirmative messages to both parents and children about the value of being bilingual and the intellectual advantages of speaking in more than one language. Parents need to feel comfortable to continue using their first language at home. Sometimes parents are told to practise English with their children at home. Educators may feel that English literacy experiences should be offered at home to support what the child is learning at preschool or child care. This is not only detrimental to the continuing development of the first language but undermines the parent's rights to choose the language that they wish to speak at home. In some cases, parents become confused and struggle to speak a language in which they do not feel confident. The models they provide may be incorrect, lack fluency and have incorrect pronunciation. In such situations, children are at risk of becoming semi-lingual in both languages. The parents should be viewed as collaborators in their children's education and should be supported to develop children's first language skills at home.

Depending on the environment in which the child is being raised, or the environment of the early learning setting, children may or may not feel confident about using both languages. In some cases, where children are thought to have language delay or even to be diagnosed with a developmental delay, it may be assumed that speaking just one language is going to be best for the child. There is no evidence to show that persuading a parent, who speaks a language other than English, to speak English to their child in the home, is going to enhance their child's development. Difficulties with language development are varied and complex; however, bilingualism does not cause language delay. (Dopke 2006).

Educators can support parents in their efforts at maintaining the children's home languages. Parents can be encouraged to read and tell stories, sing with their children, go on outings, involve children in cooking and other simple tasks and promote a rich environment for talking and listening.

### **Literacy development**

In Australia, there is a growing emphasis on literacy. Early literacy experiences of bilingual children are largely ignored or are not recognised as contributing to children's literacy development. The children's progress in early literacy is measured in terms of mastery of reading and writing. Pressure may be placed on parents to assist children to develop literacy skills in English. Parents who speak languages other than English at home, may feel they need to speak English to their young children at home.

In the early years, literacy development does not happen in isolation from other learning. Children's early literacy development begins in the home environment and in the home language and continues in the early years' setting. Early literacy develops through children's experiences of symbolic play and through interactions with parents and other family members.

### **Challenges**

- How can we advocate for the maintenance and development of all languages including Indigenous languages?
- Where is the recognition of the role of the first language as the foundation for learning additional languages?
- Where is the support and encouragement for parents to maintain their home languages and develop early literacy in these languages?
- How can we advocate for children to maintain the home language if parents feel that their children should be introduced to the majority language at a very early age?
- How can educators support one or two children who are bilingual when most children speak only the majority language?

### **Conclusion**

Being bilingual has many advantages. Supporting children and families to maintain their first languages can enrich all our lives. Bilingual children have an enormous contribution to make to society and to the international global community.

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# RUMACCC, helping to understand and support languages education

## An Overview of Projects - 2014

By Dr. Yvette Slaughter and Professor John Hajek

Languages education is a national key learning area for all Australian students in primary and secondary schools. However, while our children have the right to learn another language at school, Australia has seriously struggled with achieving such a goal. In 2014, the Research Unit for Multilingualism and Cross-Cultural Communication (RUMACCC) at The University of Melbourne has been involved in a number of exciting and worthwhile projects which are focusing on the challenges involved in implementing and maintaining language programs in Victorian government schools.

In an endeavour to reverse a long-term decline in languages education in schools, particularly at the primary level, in 2011, the Victorian Department of Education and Early Childhood Development (DEECD) announced a new strategy for languages education, *The Victorian Government's Vision for Languages Education*. The Vision included a commitment that all Victorian government schools would provide a languages program at every year level from Prep (Foundation) to Year 10 by 2025, starting with Prep in 2015. Currently 40% of state primary schools do not offer a language despite the legal requirement to do so (DEECD 2013). Not surprisingly, regional, rural and disadvantaged urban schools are most likely to struggle with provision of language education, as a result of factors such as isolation; small school size; limited resourcing; the attitudes of school communities; a limited supply of qualified languages teachers; a narrow understanding of second language acquisitions and methodologies, and the complexities of language choice in linguistically and culturally diverse schools settings, among other variables. The result is a situation in Victoria where some schools - especially in major urban areas - do well in languages education while many others miss out.

## Broadband-enabled technologies and language education

The first of our projects focuses on the role of broadband-enabled technologies in delivering and augmenting the teaching of languages. In order to bring in expertise across languages, education and technology, we have teamed up with colleagues from the Department of Computing and Information Systems at The University of Melbourne (Wally Smith, Suelette Dreyfus and Shanton Chang), as well as the Languages Unit at DEECD. The project is generously supported by the Institute for a Broadband-enabled Society (IBES) at the University of Melbourne.

Given the specific challenges identified above for regional/rural schools, and the need to respond quickly and effectively to the initial rollout of compulsory language education commencing in 2015, one obvious solution is the effective use of broadband technologies that allow for language learning in a range of different ways. For example, (a) one teacher to many students in different regional schools simultaneously; (b) one-on-one/peer-to-peer learning in Victoria; (c) local school networks/clusters; (d) collaborative language learning between Victorian and overseas schools; (e) the use of new digital technologies and approaches, e.g. virtual worlds, overseas native speaker one-on-one coaching of local students here. The critical challenges for department officials responsible for the new language education policy are many and include choice and best use of approach and technology and how to establish which is most effective and viable over the longer term, in what combination and at what cost in terms of teacher and resource development, implementation, management and cost.

In addition, the recent restructuring of Victoria's education regions combine, for the first time, urban areas in Melbourne with regional areas of the state, providing a new opportunity to develop new digital relationships between large urban schools with strength in language education and regional schools that might be facing the challenge of critical mass and sustainability or currently have no language program.

With the rather long title of *Improving the language learning and technology connection - Identifying and understanding current challenges to broadband-enabled language learning in regional, rural and urban schools in Victoria*, the project aims to develop detailed case studies of innovative programs currently in place, as well as documenting the most significant and enduring challenges for schools without language programs. We have almost completed our data collection in four clusters of schools. The first cluster involves online-only learning, with a qualified teacher based in one school, where he teaches face-to-face, but who also teaches to seven other schools through video-conferencing. The second cluster

involves a teacher who rotates between a small number of schools, utilising a blended learning model of both face-to-face and online teaching. The third cluster involves a number of small, regional schools which have been unable to provide a language program, while the fourth cluster involves urban-based schools extensively incorporating the use of technology into their teaching practices. Schools have been incredibly generous with their time and it has been inspiring to see the willingness of school administrators to embrace a wide variety of approaches in order to get a language program up and going. At the same time, it has been frustrating to see seemingly entrenched challenges for many other schools.

From this research, we intend to develop some initial guidelines outlining:

- The best approaches to utilising a range of technologies, including hardware, software and web-based technologies;
- The challenges schools face in setting up, using and integrating these technologies;
- Suggestions for overcoming these obstacles, and
- The most appropriate contexts for the use of different technologies.

Our research is also looking at how the use of online delivery impacts teachers' pedagogy and methodologies in relation to language learning; which aspects of the curriculum are best delivered through video-conferencing and which aspects are best supported by face-to-face teaching - either by the language teacher or the classroom teacher and how differentiation can be incorporated into online delivery into small schools, often with all students sitting in on the same class.

This initial project is only a pilot study, but given the increasing importance of broadband-enabled technologies for the delivery and support of so many language programs, it is important that support is provided to explore how *quality* programs can be developed within this evolving context. We hope to undertake further research on this area next year.

### Equitable access to languages education

The second project we are currently working on is also concerned with the educational inequities which exist due to socioeconomic and geographical variables and the inability of many rural, regional and disadvantaged schools to provide language programs. It is imperative these students are not cut off from the opportunities and benefits that languages education provides within their own school communities and families, as well as later life (Fernandez, 2008). Indeed, the overwhelming evidence on language immersion and content and language integrated learning (CLIL) programs demonstrate that students whose education is augmented by significant exposure to learning in and through another language, typically do as well, or better, than students learning through first language only

programs (Alberta Ministry of Education, 2010; Baker, 2006; Wesche 2002). In Australia, the presence or absence of language programs in schools as a social equity issue is readily apparent in the disproportionate strength and quality of languages education in Australia's independent school sector, as well as the academically best performing state government schools.

If the Victorian government is to achieve the goal of languages education for *all* prep students from 2015, it is essential that social and educational inequities contributing to the current problem are also identified and addressed. As noted above, reasons for social inequity are almost always, to some extent, practical and material e.g. isolation; small school size; limited resourcing and teacher supply (Anthias, 2001; Entwisle, 1997). However, we also recognise that the discursive terrain plays a significant role in shaping expectations (and limits) around what seems achievable. We hypothesise, for example, that the following factors also play a critical role in the failure of schools to teach languages:

- the attitudes of school communities
- a narrow understanding of second language acquisition and methodologies; and
- the complexities of language choice in linguistically and culturally diverse school settings.

Working in collaboration with the Melbourne Graduate School of Education (Joseph Lo Bianco and Russell Cross) and the Languages Unit at DEECD, this project interrogates discourse surrounding unsuccessful school programs to understand key themes and discourse markers that seem pervasive within settings that have struggled to provide languages education. However, the study also examines examples of discourses within schools that have successfully introduced programs within comparable settings with the related goal of determining what other possibilities might exist for generating alternative perspectives and discourses.

Data collection for this small pilot project is to be undertaken in the third term at two rural sites in Victoria. These sites will be studied in detail, using a series of different data collection strategies with principals, including interviews and the use of Q methodology to analyse the discourse within schools. Q methodology studies people's subjectivity or viewpoint to understand how they think about a topic and has a proven track record in informing public policy development due to its ability to tap the deep discourses and orientations of critical actors involved in policy writing or implementation, such as principals and teachers. The results of this procedure are analysed to uncover correlation patterns that produce discourse groupings of the subjective, but strongly held, positions of the community concerned.

Support for this pilot project has been made available by the Melbourne Social Equity Institute

(MSEI) at the University of Melbourne. We hope the findings of this initial project will provide a methodological framework for a larger-scale, collaborative project to identify further barriers faced by other marginalised sectors (e.g., low SES urban schools) in order to enhance access to languages education for all students. The aim is that these systemic interventions will establish a theory and model for languages education reform/school improvement that will benefit education programs elsewhere.

## Teacher supply

One of the most critical challenges which needs to be met in order for the Victorian government's *Vision for Languages Education* to be fully realised is that of teacher supply. In May 2013, *Languages - Expanding your world*, the plan to implement the Vision was released. This plan sets out how the Government's languages commitments will be achieved under three interrelated strategies:

1. Building demand;
2. Developing and expanding the workforce; and
3. Strengthening delivery, resources and partnerships.

Utilising the extensive data that is collected through DEECD August census each year, an analysis was undertaken by RUMACCC to determine the breadth of Victoria's current cohort of languages teachers, as well as determining the number of teachers that will have to become available over the next decade as the Vision unfolds. Needless to say, it is a complicated situation that will require an expansion in language teacher supply at both primary and secondary levels. On the one hand, there are hundreds of schools without a language program at present that will need language teachers as they introduce their own. On the other hand, there are also hundreds of schools that already have language programs, but which will need to bring on board more teachers to ensure that all students up to Year 10 are provided with languages education, as the policy is rolled out. In addition, there are also specific challenges, e.g., many primary schools need teachers for fractions of FTE.

The analysis conducted by RUMACCC has helped to develop an understanding of the additional teaching requirements both geographically and in terms of FTE, which in turn informs the changes in methodology and provision models that will be needed to realise the Vision. For example, if there are numerous, small, geographically distant schools that require a language teacher for a small time fraction, is it best to facilitate or promote the delivery of languages through video-

conferencing, with a teacher at a base school? In other instances, large numbers of FTE may be needed in geographically concentrated areas, which may be facilitated by the focus on language networks, where possible. The challenges are numerous, but a detailed understanding of teacher supply issues already at this stage will allow DEECD, regional languages officers and schools to be better placed to achieve necessary outcomes so that all students in Victorian government schools can reap the rewards of learning languages from Prep to Year 10.

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Yvette Slaughter and John Hajek

Research Unit for Multilingualism and Cross-cultural Communication (RUMACCC),  
The University of Melbourne



# Language Immersion Day

By Anna Italia and Nathan Lane

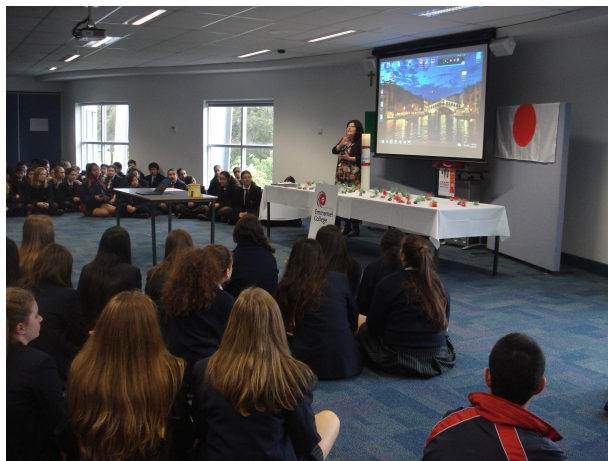
On Tuesday 27 May students learning Italian and Japanese in Year 9 at Emmanuel College and St Columba's College joined together for the first time for a language immersion day at Emmanuel College's Altona North Campus.



The day began with a languages prayer read by the students in Italian and Japanese. After some Japanese 'Algorithm Taiso' as a large group, the students then separated into their language groups. The students participated in a range of language and cultural activities, e.g.

- Getting to know you games... choosing M&Ms and saying something in Japanese according to the colour chosen
- Five groups (10 mins per activity) students rotate through different activities, e.g. Bingo-

- numbers, verbs, family vocabulary, katakana domino games ... and others!
- Kendama, daruma otoshi and taiko drum playing (with rubbish bins)
- Hiragana puzzle boards
- Lucky prize draw
- Drawing a design on a Japanese fan
- Food: cake with school logos and Italian/Japanese flags for morning tea. Delicious Italian and Japanese lunch.



Immersion experiences like this provide a great opportunity for the students to see other students studying the same language, and learning together through social activities.

During Year 9 students make important decisions about whether to continue with their Language studies or not. It is hoped that this day has enabled the students to reflect on the importance of language learning. Positive feedback followed and we hope to continue this.

Anna Italia, Leader of Learning - LOTE,  
Emmanuel College St Paul's Campus  
Nathan Lane, Languages Domain Leader,  
St Columba's College



# Love of Language Web Portal

**Not just language, a new way of thinking. Another language, another skill.**

**[lol.org.au](http://lol.org.au)**

By Stefan Romaniw

Community Languages Australia (AFESA) has been engaged by the Department of Education, and Early Childhood Development (DEECD) to develop a concept, scope and timeline for the development of a Language Ambassador Program.

A standalone website, a portal that aims to inspire the learning of languages beyond one's native tongue, has been commissioned as an appropriate and organic platform that can drive the DEECD's agenda, and create a lively and motivating Languages Ambassadors' program.

The initial thoughts of setting criteria for nominating ambassadors, enlisting ambassadors and printing information about them or requesting them to attend schools was a process that has been tried before. Although these elements have merit and should form part of the solution, there seemed to be a need to engage with technology, social media and other digital vehicles to take out the message. This is a digital era, and a great proportion of the targets of the program are linked by digital communication devices, either via the web and its vast resources, or by viral tools like Twitter, Instagram, Facebook and the like.

The concept of a website was born, Love of Languages (LOL.org.au, LOL) and the following issues were discussed prior to the web program being accepted. The content of the website, to be curated by Community Languages Australia, will be driven by insightful references to the value of learning second and third languages, via examples and role models.

Its mission is to inspire, not to lecture. Its simple descriptor is contained in the Victorian Government's policy on languages, *The Victorian Government's Vision for Languages Education* [October 2011]\*: "to build on and move beyond the approaches we have adopted to date and to consolidate and extend both the opportunities that learners have to engage in languages learning and the sources on which teachers and language learners can draw".

Love Of Languages ([lol.org.au](http://lol.org.au)) is, we believe, a significant resource, and supports the Government's commitment to introduce compulsory languages education for all government school students, from Prep to Year 10 by 2025, starting with Prep in 2015.

We see it as a one-stop shop for all teachers of languages, and those who want to be taught.

The Government's languages education vision highlights the need to strengthen partnerships to better leverage the expertise and support of complementary providers, in particular community languages schools, as many of the challenges are common across all providers and there is much to gain by sharing expertise and knowledge and working together to address these challenges.

The Language Ambassadors' program is aimed at enhancing the promotion of languages. A quality Ambassadors' program will create discussion between students, parents, teachers and broader members of our society who promote languages, and see the purpose of language as an intercultural activity and important elements in their spheres of life, not just in education, but sport, trade, international relations, food, fashion the arts, travel and other areas.

## For the Love of Languages - LOL

What is being proposed is the creation of a fully integrated, functional and maintained website, that promotes and encourages a love of languages, *LOL.org.au*, as presented.

The website is intended to be the starting point of the communications strategy, but must also be connected to the following:

- **Defined role of the website**, essential point is Love Of Language: *lol.org.au*. This must be motivational, inspirational, aspirational and with clear outcomes. It's not about a better job, it's about a better life, a new skill, a new way of thinking! ***Not just language, a new way of thinking. Another language, another skill.***
- The website content will be managed by RUMACC at the University of Melbourne.
- AFESA will produce in time, connected promotional printed and digital material and deliver it to all key stakeholders.
- Videos, with great production values, will be part of the site. These videos can spread the word rapidly and widely. The values espoused by *TED.com* are particularly relevant to this messaging. Many of the TED talks focus on the beauty of language, and links to these, and other similar lectures, discussions, etc., will be a significant part of the *LOL.org.au* web presence.

- The site will have a **clear, concise recruiting policy for Ambassadors**, including their role, messaging, personalities and sales capacity which obviously requires due diligence in checking process.

- **Interactive communication capacities:** questions to be answered by real people, in real time. This will be undertaken by AFESA and RUMACC.

- **Target audiences:**

- Teachers and Principals
- Parents
- Students
- Communities (eg Italian, French, Turkish, Chinese, German, Indonesian, Japanese and others)
- Departments of Education and Educational centres.
- Potential Language Ambassadors.
- Local Governments
- Sporting bodies
- Philanthropic bodies, Lions Club, Rotary etc.
- Business world,
- Fashion and Food
- The Arts
- Diplomatic Corps
- Alumni groups
- Language Associations
- Tertiary institutions

- **PR campaign:** Surrounding the launch, a powerful PR campaign, linking some of the Ambassadors already on board to great stories, can be fed to media in advance. Concurrent with the PR component, there will be marketing and advertising through the existing community: LAUNCHING LOL etc.

- **Social Media:** The concept cannot be launched on social media, but must be prepared to involve social media, using the LOL website as the centre-point of the information. Social Media is at its best when it's lively, sassy, informative, communicative, and willing to be part of the social conversation. Utilising ambassadors as a voice of Social Media is also a fundamental of the program. Facebook and Twitter will also run concurrently with the website, using one of the full-time staff suggested above. Strict guidelines to apply to these resources.

- **Ambassador recruiting program:** Candidates need to be recruited - MLTAV and members are encouraged to nominate Ambassadors.

**a. Ambassador get ambassador**

The initial ambassadors will have their own networks: these need to be exploited. The best Ambassadors will be those who can duplicate themselves.

**b. Learner get learner**

The learner get learner, student get student process is a significant option to pursue. Those who are already learning, and loving the process, are those who are most likely to promote learning to friends and colleagues. These are easy to reach, as they are already in the system.

**c. Teacher get teacher**

Inspirational teachers can inspire other teachers: teach teachers the way to market languages. Teachers are a front line resource; language is not a curriculum item, it's a skill for life. Identify teachers that have a great record in language promotion. Involve them from the beginning. Identify schools, and communities that promote language.

**d. Utilise local Government resources**

Local Governments involve all parts of their communities in events, and opportunities. Drive languages through Local Government communications, and periodicals.

**e. Create events**

The world is currently driven by events: Movember, February Fast, etc. Even language has its own day: Thursday, February 20 is "International Mother Language" day. Creating a Learn a Language day for all Victorians is a worthy goal for this program to pursue.

**f. Schools**

The most important source will be schools themselves, students, teachers, parents who could nominate prospective ambassadors that fit the criteria. Students, alumnis should feature heavily.

- **LOL .org.au: Site features:** The Home Page sets the scene. It will be intuitive, stylish and comprehensive without being cluttered. It allows users to quickly find their place whenever they visit, and it is constantly updated with new content from day-to-day and week-to-week, generated by a dedicated team, specifically created for the website. It has been created to encourage the community for new (the site is accessible for all age groups) and experienced users of the web. It is like a conversation among friends. LOL ambassadors will be prominent, inspiring users through a love of language and their stories. The site presents multiple opportunities to learn new skills and consolidate existing skills. It promotes languages as an important skill.

- **Finding an ambassador?** The promotion and marketing of the project is addressed in this report. It is envisaged that by promoting the LOL Website it will guide schools, parents, students, teachers to nominate candidates. A list would be available similar to The Australia Day Ambassador list with short bios. A separate template for the preparation of bios has been

prepared.

#### - Role of Ambassador Tasks

- Promote languages.
- Encourage students, parents, school administrators and teachers to focus on importance of language education.
- Be an advocate in communities.
- Promote and initiate discussion and debate.
- Be a resource.
- To be the face(s) of LOL.
- Support and promote website and language programs at events.
- Generate content (interviews, forums etc).
- Social media capacity to push and market the site and program.
- Help in marketing.
- Activate events.
- Networking to bring other ambassadors to the program.

Stefan Romaniw  
Executive Director  
Community Languages Australia



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# Celebrating 25 years of language learning

By Bernadette Brouwers

The years since 1990 have seen significant changes in the teaching and learning of languages in Australian schools.

It was roughly 25 years ago that we saw the launch of *Australia's Language: The Australian Language and Literacy Policy* and the publication of the *Australian Language Levels Guidelines* both of which powerfully influenced both the perception of languages education in the community and the way languages were taught in our schools. While we remain in a policy vacuum in relation to languages at a national level, recent years have seen a significant move forward at the curriculum level with the planning and development of the *Australian Curriculum: Languages*. As languages educators, we have moved from an activity-based/communicative methodology to an "interlingual and intercultural" (*Babel*, Volume 48, Number 2/3, p6) approach which sees students as much more active and enabled participants in their language learning.

Over this period of change across the language education landscape, the Australian Council for Educational Research (ACER) has continued to promote, celebrate and encourage the learning of languages in primary and secondary schools through the Assessment of Language Competence (ALC) tests, originally known as the Australian Language Certificates.

Originally introduced by the Australian Bicentennial Multicultural Foundation, the ALC tests for Chinese, French, German, Italian, Japanese and Modern Greek were developed by ACER in consultation with the Language Testing Research Centre at the University of Melbourne.

Early tests were presented as separate booklets for texts and answers. Listening tests comprised multiple questions for a single text which was divided into shorter segments. Topics in the 1990 tests included a joke about homework in the Chinese test, an item about fox hunting in Greece and questions about winter fashion in the German reading test.

The ALC was overwhelmingly well-received in schools with teachers commenting that they were *delighted with the format of the items and certificates*; pleased to have a *national certificate*; wanted to see the tests offered every year and appreciated an opportunity which *created interest and excitement among students* and helped *strengthen and promote language learning in schools*.

Over the 25 years, the ALC has expanded to be taken by schools throughout New Zealand and into the SE Asia Pacific region as well as in all Australian States and Territories. It has grown to include Indonesian and Spanish but, sadly, has lost Modern Greek due to a decline in numbers.

At least one teacher has been with the ALC from the start. Maria Melchiorre, Head of Languages at St Mark's Anglican Community School in Perth's northern suburbs, enrolled students in the ALC program in its very first year and has continued to enrol students of French, Japanese, Indonesian and German every year since.

'It is important to recognise achievement in all areas, especially academic success in Australian society where sporting accomplishment is more respected and celebrated', Maria observes. 'The ALC program enables us to recognise success in the study of languages'.

'Students enjoy the challenge of a national competition, where their results are compared with students across Australia and beyond, rather than just those within their class or school', Maria says, 'and students enjoy the fact that their results are compared to students from all over Australia and it boosts their confidence when they do well. They look forward to the next level and improving their results each year'.

Maria notes that the ALC program also supports teaching and learning and that 'the ACER analysis of results helps us to identify areas of the curriculum we have addressed well, and areas we might wish to address more thoroughly. The ALC program enables us to analyse data for comparison with like schools'.

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*Australian Curriculum: Languages*

Bernadette Brouwers



# Living Languages at the National Gallery Victoria

By Susie May

**ngv**  
National  
Gallery of  
Victoria

**An Exploration of the Gallery as a dynamic and vibrant resource for the teaching of languages**

The acquisition of languages other than the students' mother tongue gives 'learners the world by opening their minds to other cultures and opening doors to new possibilities. It takes learners on a journey that improves the way they communicate, interact with others and engage with learning - and with life - at home and beyond.' (*Languages - expanding your world, Plan to implement The Victorian Government's Vision for Languages, Education 2013-2025*, Melbourne, June 2013).

The benefits of learning languages described above can be compared with those acquired through students' active engagement with original works of art from around the world.

Barak Obama, a strong advocate of arts education, famously suggested that 'it teaches people to see each other through each other's eyes. It teaches us to respect and understand people who are not like us....' (Obama, 2008)

This article will explore how these striking parallels can be utilised to great effect through programs at the NGV that can enrich the learning and teaching of languages through art.

The encyclopaedic collection at the National Gallery of Victoria can be viewed as a visual 'library' that allows students to investigate culture, history and languages.

In the light of existing demands on an already crowded curriculum, it may be helpful to justify an excursion to the Gallery by outlining the particular benefits of teaching students in this context as part of a school languages program:

1. The special nature of the gallery environment which can in many cases be a new experience for students, provides a challenging and stimulating

atmosphere, introducing a new dimension to the study of languages. Gardner, the father of multiple intelligence, strongly asserts 'that learning in new contexts enhances the proclivity for learning and specifically points to the differences in intelligence that are aroused in a museum context as compared to a classroom'. (Magrab, PR, 2005)

2. Students make connections between their language of study and the images they discuss and interpret. They have commented that concepts taught in class are consolidated when they view them in a different way through the lens of art.

3. It could be argued that the cultural element of language learning, brought to life through art, may provide 'the hook' needed by those students who struggle to see the relevance of learning a second language.

The purpose of all language programs is to contribute towards students '.....developing curiosity about and openness to a variety of values and practices, as well as acquiring in-depth knowledge of the diverse cultural traditions of the source societies', as stated in the *Intercultural knowledge and language awareness* dimension of the Languages Domain. Art is a visual representation of our cultural values and what we aspire to be.

Students participating in the programs sometimes have a preconception that art is purely an aesthetic statement - for this reason at the beginning of all sessions in the Gallery, Educators will ask students questions such as 'What might you learn from art that can contribute to your language learning?'. The students' responses promote discussion about the nature of art and how it can communicate cultural and historical knowledge relevant to their source language.

NGV Education programs for language students take many forms and can be negotiated with teachers to ensure that the content is embedded in a particular school's curriculum. The following snapshots are aimed at illustrating the diversity of pedagogical approaches used to engage students.

## Tours in the permanent Collection and Temporary exhibitions

One-hour guided tours of the NGV's permanent collection are offered for students of French, Italian, Spanish, German, Chinese and Japanese, the last two of which are significantly informed by the Curriculum Priority, Asia and Australia's engagement with Asia. Programs focusing on other languages can also be negotiated.

The tours allow students to engage with works from different periods in history that have been carefully selected by the Educators to explore the particular language of study.

Throughout the programs, students are invited to view each artwork silently for up to three minutes. Fostering prolonged 'looking' is essential to extend the process of engaging with small, sometimes unnoticed details, making meaning and forming a relationship with the work. Following this process and the delivery of additional specialist knowledge provided by the Educators, students are in a position to explore what the work might represent about their source culture and how it might be different from their own.



Photo: NGV Educator engaging students with Chinese tomb ware, National Gallery of Victoria

During these programs, students of French for example may gain insights into the ideals and effects of the French Revolution through a comparison of the richness and excess visible in portraits of the French aristocracy before the Revolution with the humble portrait of a senior bureaucrat following the uprising.

The high realism and painting techniques of these eighteenth century paintings can be contrasted with the NGV's collection of Impressionist paintings - students' animated comments about the 'rough texture' of the paint and the 'blurred' nature of the forms compared with the pristine finish of the works from earlier times allows them to experience at first hand the radical nature of this new art movement. The Impressionist practice of painting subject matter rapidly outside in the open air provides the opportunity for Educators to explain the origin of the phrase 'en plein air'. Viewing the bustling atmosphere of *Boulevard Montmartre, morning, cloudy weather, 1897* by the famous Impressionist artist Camille Pissarro, allows students to gain an understanding of the transformation of Paris in the mid-late nineteenth century when French architect Baron Haussman created the modern city. The broad boulevard in the painting lined with cream coloured apartment blocks of similar style and height powerfully represent the signature look of Modern Paris.

The NGV's substantial holdings of eighteenth century Italian paintings provide a special resource for students of Italian. A particular highlight which never fails to fire the imagination of students at all levels is *The banquet of Cleopatra*, 1743-44 by Giambattista Tiepolo. The episode represented in the painting is drawn from the Roman historian Pliny's *Natural History* (written in AD 77) where he recounts the tale of a famous contest between the Egyptian and Roman rulers, respectively, Cleopatra and Mark Antony. The queen wagered that she could stage a feast more lavish than the legendary excesses of Mark Antony. Tiepolo's painting shows the dramatic moment at the end of Cleopatra's sumptuous repast when, faced with a still scornful Mark Antony, she wins the wager with her trump card. Removing one of a pair of priceless pearls that adorn her as earrings, Cleopatra dissolves the pearl in a glass of vinegar and drinks it, an extravagance that causes Mark Antony to lose his bet.

Apart from the fascinating story, the visual references to the classical world create a natural link with ancient Roman artefacts that would also be discussed on a guided tour.

An analysis of *Weeping Woman*, 1937 by Pablo Picasso allows students of Spanish to describe how the artist had used his visual language of 'jagged lines', 'sickly greens' and 'a claustrophobic' setting to explore the horrifying effects on innocent people of the Spanish Civil War, which continues to impact on contemporary Spanish society today. The importance of Spanish-speaking cultures outside Spain is recognised on guided tours when students are introduced to works that reveal the rituals and beliefs of peoples in Pre-Columbian times.



Photo: NGV Educator engaging students with 'The banquet of Cleopatra', 1743-44 Giambattista Tiepolo, Italian 1696-1770, oil on canvas National Gallery of Victoria, Melbourne Felton Bequest, 1933 (103-4)

Works of art in the NGV's Asian Collection can be particularly symbolic of the cultures in which they are made. Students discover the ancient cultural beliefs of China as they visit the tomb ware gallery and understand the inseparable nature of

language and culture through traditional painted scrolls that balance and harmonise the arts of painting and calligraphy. They can experience too, the deep reverence for the land and a sense of the unity between man and nature associated with traditional China when engaging with ink brush paintings in the landscape tradition. Intercultural understanding is enhanced as they reflect on how this may be similar to the Aboriginals' connection with the land and the differences between Eastern and Western attitudes to nature.



Photo: NGV Educator engaging students with the Asian Collection

Traditional Japanese works in the collection often celebrate the seasons and the transience nature of students in some programs are inspired by these works to write Japanese Haiku poems which employ simple language to capture the essence of the fleeting moment in nature as it passes.

The growing collection of contemporary art from Asia is an additional resource which allows students to interrogate the effect of globalisation on traditional cultures from that region.

The sessions can be extended to include a further hour involving a hands-on art-making workshop in the NGV Education Studio, inspired by the art and cultural traditions discussed in a Gallery session. Students can take part in *The Zen and the art of brush painting* program, for example, following a tour of Japanese and Chinese art. They will experience meditation and instruction in using the Four Treasures of the scholar's study to create their own Zen-like ink brush paintings.

A continuous program of temporary exhibitions throughout the year provides multiple opportunities for language learning. The upcoming exhibition, *Bushido: Way of the Samurai*, (4 July-4 November, 2014) will explore the fascinating world of the samurai, the warriors, rulers and aristocratic elite of Japanese society for more than 800 years. Activities for students will include wood block printing and Noh theatre. A Japanese language resource developed by NGV Educators in conjunction with the DEECD Japanese language

advisor will be available for the duration of the show.



A highlight of this year, *The Fashion World of Jean Paul Gaultier, From the Sidewalk to the Catwalk* (17 Oct 2014 - 08 Feb 2015) will showcase the groundbreaking and playfully irreverent designs of Jean Paul Gaultier and confirm for students and teachers of the French language that Paris continues to be the undisputed capital of fashion.

NGV Education resources based on works of art in the permanent collection, featuring activities in both English and the specialist language are available for Spanish, (*Un paseo por el arte*, hard copy and online) and Italian, (*Dove c'è arte*, hard copy only).

The NGV Asian Art resource is written in English and is available online.

### Professional Learning Programs

Professional learning programs can be negotiated to suit the curriculum of individual schools and can include lectures, and workshops in the gallery. Teachers are introduced to information about works of art relevant to their language of study and suggested teaching strategies, including questioning techniques, to use with their students. These sessions are designed to empower language teachers, with little existing knowledge of art, to organize self-staffed excursions to the Gallery which may involve partial delivery in their source language.

Language subject associations, in conjunction with Educators, are welcome to organise a special evening event for their members. They can include refreshments, a curatorial talk and a viewing of a temporary exhibition related to their specialist language.

NGV Education is keen to develop their approaches to language learning and create new programs informed by *The Victorian Government's Vision for Languages, Education 2013-2025*.

In 2012, Grade 3 students from Kew Primary school took part in a Content and Language Integrated Learning, (CLIL), program supported by



the DEECD and the University of Melbourne. The students were involved in a program designed by their teacher Michelle Payne entitled, *Une idée de lieu: la peinture des points en France et en Australie*. It focused on 'le pointillisme' as represented by Seurat primarily, compared with the Australian Aboriginal dot painting technique and incorporated a session at NGV Australia with an Educator.

The teacher has since explained that 'the visit to the NGV was essential because, in having studied the topic within the confines of the classroom via reproductions and the creating of their own art, students were then able to experience relevant authentic and original works of art, and thereby gain deeper understanding and appreciation. The concepts come to life as the students are afforded the opportunity to apply both their Language and subject knowledge in very practical ways, in front of real paintings. Such activation of learning is an essential component of the CLIL approach. Indeed, the use of examples in the NGV collection proved to be a highlight of the course, both supporting and extending the students' learning, including in terms of the intercultural connections that this topic suggests'.

Based on the success of this program, NGV Education would be interested to work with other schools who may be interested in conducting a CLIL program in the Gallery.

Students can be successful in speaking a second language only if cultural issues form an integral part of the curriculum. Programs at the Gallery that are embedded in units of work practised in schools can be instrumental in ensuring this outcome.

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Susie May  
Educator, The National Gallery of Victoria

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# Living Languages at the National Gallery of Victoria



The National Gallery of Victoria (NGV) and the Modern Language Teachers' Association of Victoria, Inc. (MLTAV) are pleased to offer a joint Professional Learning (PL) opportunity.

This PL will be held from **2.00pm - 4.00pm on Friday 24 October**.

This PL has been tailored to suit teachers of all Languages and will demonstrate the National Gallery's current resources and content for Languages students and teachers, with some Language-specific examples.

The session will include:

- tea and biscuit upon arrival
- afternoon PL session
- following the PL session, an optional illustrated Gaultier introductory lecture and evening ticket to the Gaultier exhibition which also features entertainment

All this is inclusive in the one registration fee of **ONLY \$45.00!**

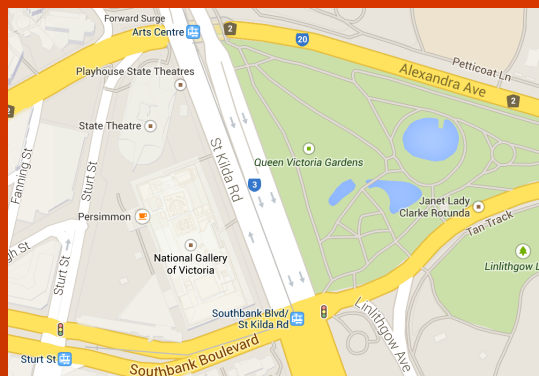
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*Wednesday 3 September 6.30pm*

**The MLTAV is pleased to invite all  
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**[info@mltav.asn.au](mailto:info@mltav.asn.au)**

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### Upper Primary +

**Anina** (80 mins)  
Uruguay/Colombia (Spanish with  
English subtitles)



Beautifully animated and filled with humour and empathy, Uruguay's 2014 Best Foreign Language Film Oscar submission is a warm, whip-smart film that speaks to both children and adults.

**Themes:** Bullying, friendship, different types of discipline, empathy for others, resilience, personal responsibility

Monday 4 August, 1.30pm: ACMI  
Wednesday 6 August, 11am: ACMI

### Junior Secondary +

**The Nightingale** (100 mins)  
China/France (Mandarin with  
English subtitles)



Ravishingly shot and filled with heart, *The Nightingale* reminds us that even in the age of Wikipedia there is plenty that the oldest can teach the youngest – and vice versa.

**Themes:** Family, generational differences, technology addiction, nature, self-sufficiency, tradition

Monday 4 August, 11am: ACMI  
Wednesday 13 August, 1.30pm: ACMI

**Aunt Hilda!** (98 mins)  
France (French with English subtitles)



A rollicking and timely new animation about protecting our environment and standing up to corporate greed, *Aunt Hilda!* is bold, funny and endlessly defiant.

**Themes:** Environmental sustainability, biodiversity, genetically modified crops, corporate responsibility, family, personal responsibility

Tuesday 12 August, 1.30pm: ACMI  
Friday 15 August, 11am: ACMI

**School of Babel** (89 mins)  
France (French with English subtitles)



In this documentary set at a Parisian multicultural secondary school, students from all over the world learn about the French language and culture to assist with their integration into their new life.

**Themes:** Cultural differences, cultural assimilation, learning a new language, economic hardship, persecution, education

Tuesday 5 August, 1.30pm: ACMI  
Tuesday 12 August, 11am: ACMI

### Middle Secondary +

**Clara and the Secret  
of the Bears** (93 mins)  
Switzerland/Germany (German with  
English subtitles)



Part multi-century ghost story and part ecological tale about learning to co-exist with nature, this is a magical family drama with a profound message.

**Themes:** Animal welfare, animal biodiversity, living with nature, how the past affects the present, persecution, standing up for beliefs

Thursday 7 August, 11am: ACMI

**Patema Inverted** (99 mins)  
Japan (Japanese with English subtitles)



An exhilarating animated tale of star-crossed love and overcoming impossible odds, *Patema Inverted* is a richly inventive film about a future where gravity works differently.

**Themes:** Reconciliation, persecution, totalitarianism, tolerance, peace, friendship

Wednesday 13 August, 11am: ACMI  
Friday 15 August, 1.30pm: ACMI

**The Good Life** (93 mins)  
France (French with English subtitles)



Evoking Jeff Nichols' *Mud* and Sidney Lumet's *Running on Empty*, this nuanced coming-of-age story offers a tender insight into masculinity, identity and growing up.

**Themes:** Coming-of-age, masculinity, brothers, father/son relationship, parental conflict, self-sufficiency

Tuesday 5 August, 11am: ACMI  
Thursday 14 August, 1.30pm: ACMI

**We Are Mari Pepa** (95 mins)  
Mexico (Spanish with English subtitles)



A pitch-perfect coming-of-age about a group of 16-year-old punk-rock wannabes on a quest to enter the local 'battle of the bands' competition.

**Themes:** Self-expression, rebellion, coming-of-age, class differences, generational differences, family

Wednesday 6 August, 1.30pm: ACMI  
Thursday 14 August, 11am: ACMI

### Advance Screening

On Thursday 24 July *Clara and the Secret of the Bears* will play at 1pm at the Forum Theatre (154 Flinders Street) as a pre-festival advance screening for the German Day Out.

### Australian Teachers of Media (ATOM)

ATOM will provide **free study guides** for various Next Gen films. Selected 2013 ATOM Award-winning films will screen before some sessions.

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EDUCATION MAGAZINE

# Languages on the National Scene

## ACARA Australian Curriculum: Languages Update



### A significant moment in Australian education history: four languages made available in the Australian Curriculum

The Australian Curriculum: Languages for Chinese, French, Indonesian and Italian have now been made available on the [Australian Curriculum website](#).

With the release of the languages curricula, ACARA has now published and made available for use curriculum for all eight learning areas of the Australian Curriculum - a significant moment in Australian education history.

The curricula for the four languages online are yet to be formally endorsed by the Education Council, but as decided by the council, have been made available for states and territories to use in schools in their jurisdictions.

ACARA's CEO, Rob Randall, said that the opportunity for Australian children to learn a language in addition to English from a young age will give them an edge in the future when they participate in our linguistically and culturally diverse world.

"Having an additional language will allow students to develop linguistic and cultural resources that will help them embrace opportunities in the future," said Mr Randall.

"Learning a language while at school will enhance young people's skills to engage socially, culturally and economically in areas of business, trade, science, law, education, international relations

and many other domains when they are adults," he added.

ACARA will continue to support curriculum implementation for these languages with work sample portfolios due to be made available next year.

### German, Korean, Modern Greek and Spanish

The revised draft curriculum for German, Korean, Modern Greek and Spanish were recently considered by the ACARA Board. The Board commented on the high quality of these curricula and they will now be considered by the Education Council out-of-session.

### Arabic, Japanese and Vietnamese

Following public consultation, ACARA is continuing to revise the draft curriculum for Arabic, Japanese and Vietnamese. Over July and August, curriculum officers and nominated teachers will be involved in further consultation activities, including validation of achievement standards. It is anticipated that these languages will be considered by the Education Council later this year.

### Framework for Aboriginal Languages and Torres Strait Islander Languages

ACARA continues to work with writers on the development of the Framework for Aboriginal Languages and Torres Strait Islander Languages. It is anticipated that this curriculum will be submitted to the ACARA Board for approval later this year.

### Additional Languages: Hindi, Turkish, Australian Sign Language and Classical Languages

ACARA welcomes the government's announcement of the development of additional languages curricula for Hindi, Turkish, Australian Sign Language and Classical Languages. We look forward to working with teachers and curriculum experts in all states and territories on the development of these languages.

For further information on the Australian Curriculum: Languages, please contact [info@acara.edu.au](mailto:info@acara.edu.au).



# AFMLTA News In Brief

Australian Federation of Modern  
Language Teachers Associations

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Belconnen ACT 2616

[www.afmlta.asn.au](http://www.afmlta.asn.au)

June 2014



## FROM THE PRESIDENT

The Federal Government's latest budget has sent shockwaves through the nation and will impact on languages through projected changes to Higher Education. There were, however, some positive messages in the budget for languages and the Federal Government continues to maintain a desire to increase student retention in languages until the end of secondary education. The Executive has been working very hard to ensure that strong representation for languages continues in these interesting times.

In the wake of Minister Pyne's opening address at the Adelaide Languages Festival, in which he cites the AFMLTA twice, I was recently contacted by an ABC journalist working on a story about the Government's position on languages. This recognition of the AFMLTA is a positive indication that our work in positioning the Federation as the voice of the languages education profession in Australia is starting to bear fruit.

July brings us to the AFMLTA Assembly, which we are holding in New Zealand this year to coincide with our sister association's conference (see below). It also marks the end of my two-year tenure as President. I would like to sincerely thank my hard-working colleagues on the Executive as well as MLTA colleagues from around Australia for your ongoing support and encouragement.

As always, I wish you well for the rest of the year and look forward to the coming year as Immediate Past President.

Matthew Absalom  
President, AFMLTA

## AFMLTA STRATEGIC DIRECTIONS

The AFMLTA is continuing to review and update its strategic plan to guide the Federation's work.

Members of the Executive met with Joe Lo Bianco on 15 April 2014 to share strategic directions of the AFMLTA, seeking his feedback on proposed initiatives.

## FEDERAL LANGUAGES AGENDA

Members of the AFMLTA Executive have recently held meetings with the office of the Federal education Minister, the Honourable Christopher Pyne MP, and his advisors. The Executive is working with the Department of Education and Training to continue to discuss ways the Association can support the Coalition's policy objectives of planning, supporting and reviving the teaching of languages in Australia, and is collaborating with them to promote their initiatives.

It is exciting to report that Minister Pyne's speech at the recent Adelaide Languages Festival cited AFMLTA's position on languages in Australian curriculum:

### *"National languages curriculum*

*To achieve this goal, we are prioritising the development of the national languages curriculum for thirteen foreign languages for study in mainstream schools by 2015. [2]*

*As well as new funding to develop Hindi and Turkish, curricula will also be developed for the historically significant languages of Classical Greek and Latin, and for AUSLAN, enabling greater choice and diversity for students.*

*The Australian Federation of Modern Language Teachers Associations has commented further that the addition of these languages "signals the recognition of the importance of languages education across a broad range of languages".*

*We've also engaged the Asia Education Foundation to work with stakeholders to conduct research into ways to encourage more secondary students to continue foreign language education in Years 11 and 12. This shows that the Minister is listening to our advice and keeping up with the AFMLTA's position on federal matters.*

To view Minister Pyne's full speech at the festival, go to: <http://ministers.education.gov.au/pyne/opening-address-adelaide-language-festival>

## AFMLTA STATEMENT ON FEDERAL BUDGET 2014-15

*"The AFMLTA welcomes the Federal Government's commitment to languages education through the allocation of \$11.6 million dollars in the latest budget. The Early Learning Languages Australia*



*(ELLA) project is a vital step in the right direction aimed at our youngest learners. Similarly, the addition of the development of curricula in Hindi, Turkish and Australian Sign Language within the Australian Curriculum signals the recognition of the importance of languages education across a broad range of languages."*

## TEACHER EDUCATION MINISTERIAL ADVISORY GROUP (TEMAG)

Anne-Marie Morgan and Andrew Scrimgeour gave a presentation to the Teacher Education Ministerial Advisory Group (TEMAG) on 15 May 2014. The presentation was extremely well received, with a request for ongoing dialogue and readings and some suggestions for what the AFMLTA might include in a final submission to assist the group in advising the government. TEMAG group members' feedback was that the AFMLTA's summary about the distinctiveness of languages education and recommendations for how to proceed was a very succinct representation of the languages education field. It is really pleasing to know that the advisory group were impressed with the AFMLTA's submission and are keen to engage further. The AFMLTA's submission will be uploaded to our website and will be forwarded to state/territory MLTAs in the near future, in case they too want to make a submission, which are due on 13 June 2014.

**The Federation has released the following statement with regard to the Australian Government Budget 2014-15:**

## AFMLTA AND ESA COLLABORATION

The AFMLTA has been continuing its collaboration with the ESA. The AFMLTA has been pleased to see the Federal Government's investment in the provision of quality resources to support the implementation of the Australian Curriculum: Languages through the ESA Language Learning Space (LLS). The LLS is an excellent government initiative, which teachers of Chinese across Australia are embracing, both in terms of the Professional Learning resources and the online student challenges. Together with teachers of Japanese and Indonesian, the AFMLTA looks forward to the launch of the Japanese and Indonesian materials on the site later this year.

The AFMLTA recognises the government's commitment to the teaching of languages, its goals for the number of students studying languages at Year 12 and support of the development of national curriculum in thirteen languages. The Federation would also like to see the LLS reflect a wider selection of languages. The availability of the LLS resources for teachers and students of languages beyond the initial three would have a significant impact in supporting the government's objectives for languages education for young Australians.

The AFMLTA has offered assistance to achieve this broader development of the highly successful LLS.

## Senior Secondary Languages Education Research Project

The AFMLTA is working closely with AEF on a project funded by the Federal Department of Education looking at retention in languages at senior secondary level. The AFMLTA was invited to a scoping meeting in February and has a place on the Advisory Group for the project. The project is supported by ACER on the research side and will interrogate a range of stakeholders (students in first year university, parents, professional associations, principals, etc.) on issues around language retention and attrition in the final two years of secondary schooling. We recently provided detailed feedback on the online questionnaire probes, which will be sent to students, parents and principals, and will participate in a stakeholder interview in Sydney during the AEF conference. The project is due to conclude in August this year and the AFMLTA will be collaborating with AEF to disseminate the findings.

## AEF CONFERENCE

Members of the AFMLTA Executive Committee will present sessions at the AEF's annual conference to be held in Sydney in June 2014. The conference has a languages strand and Matthew Absalom, Andrew Scrimgeour, Anne-Marie Morgan and Kylie Farmer will all facilitate sessions on languages education.

## AFMLTA ASSEMBLY 2014

The Executive is finalising planning for the 2014 AFMLTA Assembly for Saturday 5 July and Sunday 6 July 2014 in Palmerston North in New Zealand. Assembly will commence at 2pm on Saturday 5 July and will continue to late afternoon on Sunday 6 July.

The NZALT Conference is being held in Palmerston on Sunday 6 - Wednesday 9 July.

We look forward to the collaboration across the Tasman.

## BABEL

You will recently have received the latest issue of Babel, a special double issue on the Australian Curriculum. The first issue of Volume 49 will be arriving in your letterboxes in the near future.

We continue to represent languages educators to advocate for languages teaching and learning throughout Australia.

## AFMLTA Executive:

See the AFMLTA website,  
[afmlta.asn.au/about-afmlta/contact-us/](http://afmlta.asn.au/about-afmlta/contact-us/)

## State Delegates (MLTA Presidents):

See the AFMLTA website,  
[afmlta.asn.au/affiliations/](http://afmlta.asn.au/affiliations/)

# conVICtion

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### IN PRAISE OF LANGUAGE *(Please refer to Editorial)*

1. Writing cannot express all words, words cannot encompass all ideas. **Confucius** 551-479 BC
2. I speak Spanish to God, Italian to women, French to men, and German to my dog. **Emperor Charles V** 1500 - 1558
3. I am sorry when any language is lost, because languages are the pedigree of nations. **Dr Johnson** 1709-1784
4. Has a nation anything more precious than the language of its fathers? **Johann Herder** 1744-1803
5. Kindness is the language which the deaf can hear and the blind can see. **Mark Twain** 1835-1910<sup>[</sup>
6. Perhaps of all the creations of man, language is the most astonishing. **Giles Lytton Strachey** 1880-1932
7. Language is an anonymous, collective and unconscious art; the result of the creativity of thousands of generations. **Edward Sapir** 1884-1939
8. The limits of my language are the limits of my universe. **Ludwig Wittgenstein** 1889-1951
9. If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart. **Nelson Mandela** 1918-2013
10. The loss of languages is tragic precisely because they are not interchangeable, precisely because they represent the distillation of the thoughts and communication of people over their entire history. **Marianne Mithun** 1946-
11. The world is a mosaic of visions. With each language that disappears, a piece of that mosaic is lost. **François Grosjean** 1946-
12. Not only does the English Language borrow words from other languages, it sometimes chases them down dark alleys, hits them over the head, and goes through their pockets. **Anonymous**

# AEF Study on Retention in Languages in Senior Secondary School

The Australian Federation of Modern Language Teacher Associations Inc. (AFMLTA) was asked by the Asia Education Foundation (AEF) to complete a stakeholder interview in June 2014. In order to accurately represent the views of AFMLTA members, State / Territory MLTA's were invited to complete a questionnaire and return it to AFMLTA to inform their responses in the stakeholder interview. The MLTAV was pleased to have been able to partake in a formal collaboration in this process by providing the following feedback responses:

## Senior Secondary Languages Education Research – MLTAV comments for AFMLTA, June 2014 - Stakeholder interviews (supply-side as per research plan)

**Indicative interview time:** 60 minutes

**Type of interview:** Semi-structured (participants to receive interview outline prior to interview)

*Projecting forwards (focusing on possible outcomes)*

1. How can Australian governments work practically with implementers and stakeholders to encourage and enable more students to enrol in senior secondary languages study? Ideally, provide one suggestion for each of the following:

**NB very serious omission of cultural organisations from this list of stakeholders; this is poor recognition by government and/or those who compiled interview questions, of the significant contribution to Languages education throughout Australia by cultural organisations.**

- a. Education jurisdictions
  - i. Provide Advocacy materials, including Languages Ambassadors (cf. AEF Asia Literacy Ambassadors and CLA soon-to-be-launched 'LOL Ambassadors' website) to 'sell' Languages as a positive investment for students in their future
- b. Principals and teachers
  - I. Ensure students have the opportunity to participate in quality programs
  - II. Provide various pathways up to and through Senior Secondary, e.g. in Victoria: AusVELS; VCE; IB (various levels); VET
  - III. Provide informed advice through career counselling to students and parents (also see d. below) with regard to the benefits of learning Languages
- c. Students and parents
  - i. If above are in place, should influence those not convinced by the value of Languages education
  - ii. Parents to share their positive experiences with students – may need jurisdiction/school support for this to occur in a systematic way
- d. Universities
  - i. Continue to offer and expand ATAR 'bonus' points systems
  - ii. Market Languages programs at school level, e.g. four leading scholars and LCNAU project funded by the OLT could be part of a more general 'Languages Careers Kit' for school audience
- e. Business
  - i. Partner with schools to provide Ambassadors/Mentors (cf. AEF School Business Partnerships for Asia Literacy) and work-placements
- f. The broader community
  - i. Use all the above to overcome residual 'monolingual mindset'

*Reflecting on your six key suggestions*

2. In your view, what research/evidence supports your/your organisation's suggestions? How do they support the suggestions?

Refer to very solid research done to inform DEEWR/AEF/AFMLTA 'Languages Open the Door to a Bigger World' project.

Similar research recently conducted by DEECD to inform 'Languages – expanding your world: Plan to implement The Victorian Government's Vision for Languages Education 2013–2025' <http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/default.aspx>.

Above research published here: <http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/languages/jurisdictions.pdf>

**The questions below are based on several assumptions, which the MLTAV would challenge in this research process:**

- A. 'The current retention rate into Senior Secondary for Languages students is poor' – given the limited number of subjects that most students are able to choose in Senior Secondary, we suspect that retention rates for Languages may be favourably compared with many other subjects. A comparative analysis has not, to our knowledge, been undertaken.

Evidence of the effect of limitations of choice in Senior Secondary is very clear in SA, with the recent reduction in number of subjects available to students in the new SACE. This has had a devastating effect on enrolments in Senior Secondary Languages (and, in particular, many other Humanities subjects).

- B. 'Retention issues are the same for all Languages' – again, we recommend a comparative analysis, both up to the year below Senior Secondary and into Senior Secondary. Interesting insights may be gained, e.g. into the role that Cultural organisations play in motivating students to continue their study of a particular Language.

- C. 'Retention into Senior Secondary is the most important measure of success of Languages education in schools' – anecdotally, there seems to be a much more positive attitude towards learning Languages engendered in students at school than in the past. This is reflected in the strong uptake of Languages at tertiary level and in other adult settings. MLTAV sees the constant focus on ('poor') retention into Senior Secondary as counterproductive in projecting a positive image of Languages in schools.

*Reflecting on barriers and enablers*

1. From your/your organisation's perspective, what are the main barriers for Australian students to continue with languages study in Years 11-12? (Prompts: Multi-level, i.e. government policies, systemic/structural issues, school level issues, and community attitudes.)
  - a. Structural issues in schools, i.e. students having a limited choice of subjects at Senior Secondary
  - b. Students believing that they need to study certain subjects at Senior Secondary for entry into particular university courses, i.e. prerequisite subjects.
  - c. Students opting to study what they perceive as 'easier' subjects at Senior Secondary, i.e. the mindset that Languages are difficult at Senior Secondary level.
  - d. Some schools combining classes at Senior Secondary for Languages, but not doing this for other curriculum areas (e.g. maths and science), i.e. issues of inequality between subjects are raised here.

How should these barriers be addressed? Better resourcing of Languages programs; wider variety of subject choice at Senior Secondary; see also suggestions under Qn 1 above.

1. From your/your organisation's perspective, what are the main factors that encourage/enable Australian students to continue with languages study in Years 11-12? (Prompts: Enablers could focus on accountability, incentives, capacity building, and community engagement.)
  - a. Students who have had in-country experience are often inspired to continue study of the Language into the Senior Secondary.
  - b. Students who have a great interest in the language and culture of the Language(s) they are studying tend to continue into Senior Secondary (and perhaps at university level and then choose a career where they can use their language skills).
  - c. Sometimes an older sibling has studied the same language and the younger sibling does so through to Senior Secondary.
  - d. Rapport with teachers, especially in quality Language programs.

How should these enablers be supported? Support for in-country experiences through scholarships/cost subsidisation; support for teacher PL, especially involving reflection on quality of programs; see also suggestions under Qn 1 above.

### General orientation

- Shaped by interests and aptitudes/competencies developed over time, as a response to influences and experiences at school (including curriculum/cross-curriculum cultural and cross-cultural studies) and beyond, advice from a range of sources (including parents and their attitudes), and social group factors
- Manifested in a series of subject choices in the secondary years
- Relates to demand side data collection

### Actual enrolment in languages (Years 11-12)

### Opportunities

- Concurrent constraints operating within a school, as a result of
  - 1) enablers/blockers within the school itself (including student perceptions of teacher quality and adequate access to language programs/facilities/resources/technology) and/or
  - 2) broader systemic/structural issues that are policy malleable
- Nature of language delivery models in schools
- Tension between curriculum policy and implementation
- Different experiences between languages and jurisdictions
- Push-up factors (at F-10) and pull-up factors at the tertiary level (what opportunities exist to continue language study or to pick it up again, e.g. UWA and Melbourne Model)
- Perceptions of employability (incl. demand from business)
- Incentives (e.g. ATAR) and disincentives (extrinsic); analysis of input (effort) vs. output; impact of assessment and reporting at Year 12 on scaling across states/territories
- Relates to both supply side and demand side data collection



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# LCNAU Press Release



Languages and Cultures Network for Australian Universities, Inc.  
ABN: 70 680 048 600

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## Media Release 7 May 2014

### LCNAU welcomes awarding of national funding for new OLT project “A national language studies portal for Australian universities”

The [Languages and Cultures Network for Australian Universities \(LCNAU\)](http://www.lcnau.org) is pleased to announce the awarding of funding by the Office for Learning and Teaching (OLT) for a new and significant national project to four leading scholars in partnership with LCNAU. Entitled “A national language studies portal for Australian universities”, its main aim is to improve access to languages at tertiary level for all students around the country.

There is currently no simple way for prospective students to see at a glance which languages are available at which universities; whether they are available online; and how to enrol in language courses offered at other universities.

A **Languages Portal** will be created as the key outcome of this project in order to address these issues by making visible in a single online location *all languages taught at all Australian universities*, ranging from Indigenous Australian languages to global languages, from semester-long courses to full degree programs, and via a number of delivery methods.

In addition to improving access to information for students, the Languages Portal project will create greater co-operation across universities. A trial consortium will also be established to negotiate and facilitate the process of cross-institutional enrolment, as well as to share advanced language studies courses and courses in lesser-taught languages — through joint on-campus and online teaching.

The project is being undertaken by three leading universities for languages studies — Australian National University, Macquarie University and The University of Melbourne — and will be carried out in partnership with LCNAU in order to develop, maintain and disseminate the Languages Portal. The project leaders are: [Professor Jane Simpson](#) (Chair of Indigenous Linguistics, ANU and Deputy Director of the ARC Centre of Excellence for the Dynamics of Language); [Professor Catherine Travis](#) (Chair of Modern European Languages and Head of the School of Literature, Languages and Linguistics, ANU); [Professor Martina Möllering](#) (Head of International Studies, Macquarie University); and [Professor John Hajek](#) (former Chair of Languages Discipline, The University of Melbourne, and President, LCNAU).

The project is expected to commence formally on 1 June 2014 and has funding of \$300,000 for two years.

LCNAU President and co-CI, Professor John Hajek, says that it is a significant investment on the part of the OLT and a recognition of the need to address a number of challenges impacting on the languages sector in our universities.

He believes the Languages Portal project will demonstrate that the demand for languages is in fact very present amongst tertiary students, and that inadequate access to languages is a major impediment to students being able to study them.

He further added that it will also help overcome Australia's monolingual mindset: the Languages Portal will strengthen the languages sector in our universities by making it more visible to students, administrators and the wider public. While it is expected the Languages Portal will be of great benefit to all languages, it will be of particular benefit to smaller, less widely taught languages that depend on student interest beyond the local institution.

Prof Hajek also expects individual universities to be keen to take full advantage of the Languages Portal, given the many benefits it will give them directly, including raising the visibility of their own language programs.

He further noted that the collaborative focus of the project, was something that LCNAU, Australia's peak body for the tertiary languages sector, was keen to lead and encourage — as an important strategy to strengthen languages in our universities. [LCNAU](#) itself was established in 2011 with an OLT grant, with strong support also from the Australian Academy of the Humanities.

**For further information about the Languages Portal project, or about LCNAU, contact:**

Prof John Hajek, [j.hajek@unimelb.edu.au](mailto:j.hajek@unimelb.edu.au) (President, LCNAU) 03 8344 5168

Dr Anya Lloyd-Smith, [anya@unimelb.edu.au](mailto:anya@unimelb.edu.au) (Secretary, LCNAU) 03 8344 0298

A separate media release will be published shortly highlighting the important focus of the national project on facilitating access specifically to Indigenous languages study around Australia through the Languages Portal.

**For information about the way in which this project will impact on the teaching of Indigenous languages, contact:**

Prof Jane Simpson, [jane.simpson@anu.edu.au](mailto:jane.simpson@anu.edu.au), 02 6125 7427



The Altaanz Conference, organized by the University of Queensland will take place from 27th November to the 29th November 2014 at the University of Queensland in Brisbane, Australia. The conference will cover areas like Development And Validation Of Diagnostic Language Assessment Tasks, Technology And Language Assessment.

For program, registration and all other information about this Conference, please to go:

**<http://www.altaanz.org/altaanz-conference-2014.html>**

**Early Bird Closes on 31 August 2014**

# Is the rhetoric about foreign language study misplaced?

There is already an abundance of Asian-language speakers in Australia, argues the publisher of the directory *undergraduate*, Philip Coyte.

By Philip Coyte



Published in the Quarterly publication of the Australian Institute of Interpreters and Translators, *AUSIT In Touch*, Volume 21, No.4, P's 6-7 - Summer 2013. Reprinted with permission from AUSIT.

One of the enduring mantras about Australian education is the critical importance of foreign language study as a foundation of our engagement with the world or, more particularly, our economic engagement with Asia. You wouldn't want to take issue with that one!

At its most extreme is the sort of sentiment expressed by the respected professional accounting body, CPA Australia. In its *Submission to the Australian in the Asian Century Task Force*, 2012, the CPA recommends that "the study of the Chinese language be compulsory for all primary and secondary students. The objective is for future generations of school leavers to be fluent in Chinese." Phew!

In opposition, Mr Abbott argued that every student should be exposed to foreign languages, starting in preschool, "and a coalition government would work urgently with the states to ensure at least 40 per cent of Year 12 students were once more taking a language other than English within a decade".

## Student response

In a very tough labour market for school leavers and university graduates, you would expect students to respond to what they're told are the opportunities and critical needs of the times by embarking on the study of foreign languages. But it's not happening, despite the exhortations and bonus points (in a variety of forms) for Year 12 students for university admission in most states.

Just look, for instance, at the candidature in NSW for the 2012 Higher School Certificate. There were only 104 students out of a total candidature of over 70,000 undertaking non-background Indonesian. (In Victoria, it was not quite so catastrophic, with 540 Year 12 students of

Indonesian out of a total VCE candidature of 51,000).

## What exactly might they do with these language skills?

You rarely see major employers advertising for graduates in Indonesian, Korean or any other languages to enable them to deal with the national agenda of engagement with the world. Certainly language graduates might be able to apply, along with all sorts of other graduates, for graduate opportunities, but they do so with no particular competitive advantage. Recruitment campaigns specifically for language graduates are not often encountered in this country, aside from school teaching and occasional community language opportunities.

In addition, the data on graduate employment via the annual and comprehensive **Australian Graduate Survey** of Graduate Careers Australia provides an objective and sobering assessment of the demand for language graduates in Australia. In the 2012 survey, the unemployment rate of recent language graduates was nearly 50 per cent higher than for graduates overall, with more than a third still seeking full-time employment four months after graduation (see table).

Furthermore, language graduates were the least likely after visual arts graduates to list their qualifications either as a formal requirement or as important in their actual employment, and the most likely to list them as merely "somewhat important" or "not important".

The employment prospects for graduates with language skills of themselves are not sufficient to prompt a resurgence in enrolments in language courses, and it is misleading to promote languages on their own as a pathway to the opportunities of the Asian century.

However, it may be that languages are an important ancillary capability that have their leverage in association with the primary professional qualification/occupation - whether engineering, accounting or social work - rather than sufficient in their own right.

## Ignoring one of our greatest competitive advantages

In addition, the policy agendas to do with the requirements of the Australian economy to engage with Asia ignore almost entirely the great and singular competitive and economic advantage Australia has in dealing with Asia - the abundance in this multicultural country of speakers of Asian languages as their first language.

Are these Asian-born and first generation Asian Australians to be discounted? Are we really saying we need white Anglo-Saxon Australians to acquire Asian language capabilities when we have those very capabilities in abundance in this country?

According to the 2011 population census, there are 500,000 Australians who speak either Cantonese or Mandarin at home and 225,500 who speak Vietnamese at home as their first language. And our universities are overflowing with Asian



students who are acquiring Australian professional qualifications to accompany their language skills. The rest of us don't have a chance of mastering the skills to equal their competencies in their first language, and our competitive advantage lies more in using their skills and cultural linkages as our great national resources.

### It is as much about marketing the humanities

The decline in the study of foreign languages in Australia has gone hand-in-hand with a decline in the strength and position of humanities in general in Australian universities, and of arts degrees in particular.

Universities themselves seem not to believe in the relevance, flexibility and potential of arts degrees, and increasingly separate out of them the "relevant" subject areas to create boutique or specialist degrees in their own right.

The fashion of the day with universities is psychology degrees. Once essentially a component of arts, they have now flourished as stand-alone degrees of considerable variety. There are as well a multitude of stand-alone communications degrees and a recent proliferation of international studies and global studies degrees incorporating disciplines that once existed within the broader umbrella of arts. In each of these areas you wonder what will happen to the graduates in the labour market with their freshly acquired boutique credentials - although there are going to be so many of them that "boutique" may no longer be an appropriate description.

However, the proliferation of international studies degrees and their popularity - and the associated study abroad/international semesters - may be the vehicle for dealing with the broader issues of engagement with the world, and Asia in particular, beyond just language skills.

It may be an excellent think for our engineers to have a capability in Mandarin - but they may end up in Mongolia, the Middle East, Hong Kong or Western Australian in the global context in which we operate. The broader and more flexible understanding of cultural norms and sensibilities, and of the social and political dynamics across a range of countries, that may come via international studies could well be more appropriate than rudimentary skills in one particular Asian language.

At the professional level throughout the world, we might as well admit that English is increasingly the lingua franca - and cultural sensitivities the more crucial ingredient than the particular Asian language of just one of the many countries professionals may be engaged with. Our current issues with Indonesia, for instance, do not flow from a lack of language skills, but revolve around far more basic political and cultural sensitivities.

### Opportunity costs

Despite the fact that studying foreign languages is wonderful in itself, just as studying any of the humanities is, the current rhetoric ignores the opportunity costs involved.

The equally prevalent notion of Australia as a clever country, now or in the making, delusional as it may be, goes hand-in-hand with an emphasis on science and mathematics as its core foundation. Perhaps our competitive advantage which flows from our reservoir of language skills could enable us to focus instead on those scientific and mathematical underpinnings of our clever country notions - and a great many of our engineers may well be more interested in, and suited for, those technical rather than linguistic pursuits.

But there may hopefully be other pathways as well for Australia to succeed in the world, other than as a clever country (what they mean is cleverer than certain other countries) - unless all those Asian students who top our Year 12 exams provide both the clever capabilities and the language skills to carry us through in a competitive global economy.

#### NOT IN FULL-TIME EMPLOYMENT AND SEEKING FULL-TIME EMPLOYMENT FOUR MONTHS AFTER GRADUATION, 2012, PER CENT OF COHORT

Visual/performing arts	46.1
Life sciences	41.2
Social sciences	38.1
Psychology	36.9
Chemistry	36.8
Architecture	36.1
Humanities	34.7
<i>Languages</i>	<i>34.5</i>
Mathematics	34.0
Agriculture	27.4
Physical sciences	25.4
Business studies	25.5
Computer science	25.3
Planning	25.2
Education - initial	25.1
Social work	24.7
<i>Average</i>	<i>24.0</i>
Economics	23.2
Chemical engineering	22.5
Electronic/computer engin.	20.5
Accounting	20.1
Veterinary science	19.3
Aeronautical engineering	18.6
Law	17.0
Building	16.9
Dentistry	16.4
Geology	16.3
Rehabilitation	13.0
Electrical engineering	12.0
Mechanical engineering	11.6
Civil engineering	9.5
Nursing initial	7.9
Surveying	7.0
Mining engineering	6.1
Medicine	1.9
Pharmacy	1.8



# Languages on the International Scene

## The Cognitive Benefits of Being Bilingual

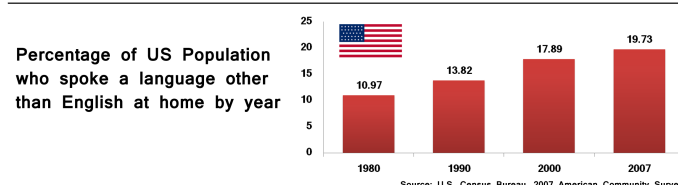
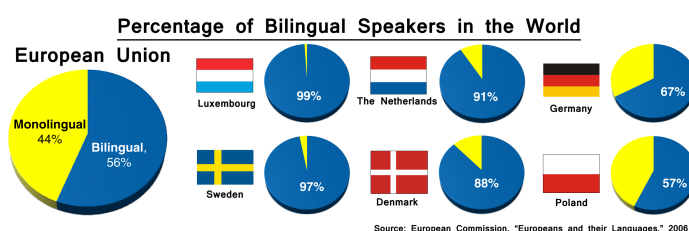
By Viorica Marian Ph.D. and Anthony Shook

Published by The Dana Foundation in their monthly newsletter, *Cerebrum*, on Wednesday, October 31, 2012. Reprinted with permission from The Dana Foundation.

*Today, more of the world's population is bilingual or multilingual than monolingual. In addition to facilitating cross-cultural communication, this trend also positively affects cognitive abilities. Researchers have shown that the bilingual brain can have better attention and task-switching capacities than the monolingual brain, thanks to its developed ability to inhibit one language while using another. In addition, bilingualism has positive effects at both ends of the age spectrum: Bilingual children as young as seven months can better adjust to environmental changes, while bilingual seniors can experience less cognitive decline.*

We are surrounded by language during nearly every waking moment of our lives. We use language to communicate our thoughts and feelings, to connect with others and identify with our culture, and to understand the world around us. And for many people, this rich linguistic environment involves not just one language but two or more. In fact, the majority of the world's population is bilingual or multilingual. In a survey conducted by the European Commission in 2006, 56 percent of respondents reported being able to speak in a language other than their mother tongue. In many countries that percentage is even higher—for instance, 99 percent of Luxembourgers and 95 percent of Latvians speak more than one language.<sup>(1)</sup> Even in the United States, which is widely considered to be monolingual, one-fifth of those over the age of five reported speaking a language other than English at home in 2007, an increase of 140 percent since 1980.<sup>(2)</sup> Millions of

Americans use a language other than English in their everyday lives *outside* of the home, when they are at work or in the classroom. Europe and the United States are not alone, either. The Associated Press reports that up to 66 percent of the world's children are raised bilingual.<sup>(3)</sup> Over the past few decades, technological advances have allowed researchers to peer deeper into the brain to investigate how bilingualism interacts with and changes the cognitive and neurological systems.



### Cognitive Consequences of Bilingualism

Research has overwhelmingly shown that when a bilingual person uses one language, the other is active at the same time. When a person hears a word, he or she doesn't hear the entire word all at once: the sounds arrive in sequential order. Long before the word is finished, the brain's language system begins to guess what that word might be by activating lots of words that match the signal. If you hear "can," you will likely activate words like "candy" and "candle" as well, at least during the earlier stages of word recognition. For bilingual people, this activation is not limited to a single language; auditory input activates corresponding words *regardless* of the language to which they belong.<sup>(4)</sup>

Some of the most compelling evidence for language co-activation comes from studying eye movements. We tend to look at things that we are thinking, talking, or hearing about.<sup>(5)</sup> A Russian-English bilingual person asked to "pick up a marker" from a set of objects would look more at a stamp than someone who doesn't know Russian,

because the Russian word for “stamp,” “*marka*,” sounds like the English word he or she heard, “marker.”<sup>(4)</sup> In cases like this, language co-activation occurs because what the listener hears could map onto words in either language. Furthermore, language co-activation is so automatic that people consider words in both languages even without overt similarity. For example, when Chinese-English bilingual people judge how alike two English words are in meaning, their brain responses are affected by whether or not the Chinese translations of those words are written similarly.<sup>(6)</sup> Even though the task does not require the bilingual people to engage their Chinese, they do so anyway.

Having to deal with this persistent linguistic competition can result in language difficulties. For instance, knowing more than one language can cause speakers to name pictures more slowly<sup>(7)</sup> and can increase tip-of-the-tongue states (where you’re unable to fully conjure a word, but can remember specific details about it, like what letter it starts with).<sup>(8)</sup> As a result, the constant juggling of two languages creates a need to control how much a person accesses a language at any given time. From a communicative standpoint, this is an important skill—understanding a message in one language can be difficult if your other language always interferes. Likewise, if a bilingual person frequently switches between languages when speaking, it can confuse the listener, especially if that listener knows only one of the speaker’s languages.

To maintain the relative balance between two languages, the bilingual brain relies on executive functions, a regulatory system of general cognitive abilities that includes processes such as attention and inhibition. Because both of a bilingual person’s language systems are always active and competing, that person uses these control mechanisms every time she or he speaks or listens. This constant practice strengthens the control mechanisms and changes the associated brain regions.<sup>(9-12)</sup>

Bilingual people often perform better on tasks that require conflict management. In the classic Stroop task, people see a word and are asked to name the color of the word’s font. When the color and the word match (i.e., the word “red” printed in red), people correctly name the color more quickly than when the color and the word don’t match (i.e., the word “red” printed in blue). This occurs because the word itself (“red”) and its font color (blue) conflict. The cognitive system must employ additional resources to ignore the irrelevant word and focus on the relevant color. The ability to ignore competing perceptual information and focus on the relevant aspects of

the input is called inhibitory control. Bilingual people often perform better than monolingual people at tasks that tap into inhibitory control ability. Bilingual people are also better than monolingual people at switching between two tasks; for example, when bilinguals have to switch from categorizing objects by color (red or green) to categorizing them by shape (circle or triangle), they do so more rapidly than monolingual people,<sup>(13)</sup> reflecting better cognitive control when changing strategies on the fly.

## Changes in Neurological Processing and Structure

Studies suggest that bilingual advantages in executive function are not limited to the brain’s language networks.<sup>(9)</sup> Researchers have used brain imaging techniques like functional magnetic resonance imaging (fMRI) to investigate which brain regions are active when bilingual people perform tasks in which they are forced to alternate between their two languages. For instance, when bilingual people have to switch between naming pictures in Spanish and naming them in English, they show increased activation in the dorsolateral prefrontal cortex (DLPFC), a brain region associated with cognitive skills like attention and inhibition.<sup>(14)</sup> Along with the DLPFC, language switching has been found to involve such structures as the anterior cingulate cortex (ACC), bilateral supermarginal gyri, and left inferior frontal gyrus (left-IFG), regions that are also involved in cognitive control.<sup>(9)</sup> The left-IFG in particular, often considered the language production center of the brain, appears to be involved in both linguistic<sup>(15)</sup> and non-linguistic cognitive control.<sup>(16)</sup>

The neurological roots of the bilingual advantage extend to subcortical brain areas more traditionally associated with sensory processing. When monolingual and bilingual adolescents listen to simple speech sounds (e.g., the syllable “da”) without any intervening background noise, they show highly similar brain stem responses to the auditory information. When researchers play the same sound to both groups in the presence of background noise, the bilingual listeners’ neural response is considerably larger, reflecting better encoding of the sound’s fundamental frequency,<sup>(17)</sup> a feature of sound closely related to pitch perception. To put it another way, in bilingual people, blood flow (a marker for neuronal activity) is greater in the brain stem in response to the sound. Intriguingly, this boost in sound encoding appears to be related to advantages in auditory attention. The cognitive control required to manage multiple languages appears to have broad effects on neurological function, fine-tuning

**Researchers have used brain imaging techniques like functional magnetic resonance imaging (fMRI) to investigate which brain regions are active when bilingual people perform tasks in which they are forced to alternate between their two languages.**

both cognitive control mechanisms and sensory processes.

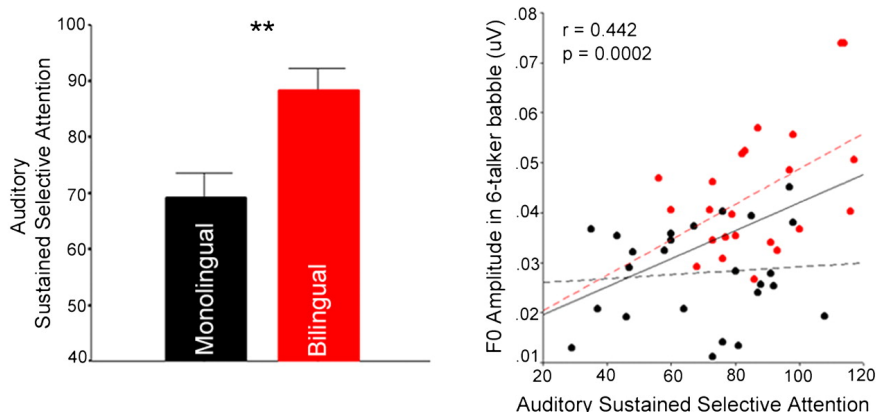
Beyond differences in neuronal activation, bilingualism seems to affect the brain's structure as well. Higher proficiency in a second language, as well as earlier acquisition of that language, correlates with higher gray matter volume in the left inferior parietal cortex.<sup>(18)</sup> Researchers have associated damage to this area with uncontrolled language switching,<sup>(19)</sup> suggesting that it may play

Furthermore, the benefits associated with bilingual experience seem to start quite early—researchers have shown bilingualism to positively influence attention and conflict management in infants as young as seven months. In one study, researchers taught babies growing up in monolingual or bilingual homes that when they heard a tinkling sound, a puppet appeared on one side of a screen. Halfway through the study, the puppet began appearing on the opposite side of the screen. In order to get a reward, the infants had to adjust the rule they'd learned; only the bilingual babies were able to successfully learn the new rule.<sup>(24)</sup> This suggests that even for very young children, navigating a multilingual environment imparts advantages that transfer beyond language.

## Protecting Against Age-Related Decline

The cognitive and neurological benefits of bilingualism also extend into older adulthood. Bilingualism appears to provide a means of fending off a natural decline of cognitive function and maintaining what is called "cognitive reserve."<sup>9, (25)</sup> Cognitive reserve refers to the efficient utilization of brain networks to enhance brain function during aging. Bilingual experience may contribute to this reserve by keeping the cognitive mechanisms sharp and helping to recruit alternate brain networks to compensate for those that become damaged during aging. Older bilingual people enjoy improved memory<sup>(26)</sup> and executive control<sup>9</sup> relative to older monolingual people, which can lead to real-world health benefits.

In addition to staving off the decline that often comes with aging, bilingualism can also protect against illnesses that hasten this decline, like Alzheimer's disease. In a study of more than 200 bilingual and monolingual patients with Alzheimer's disease, bilingual patients reported showing initial symptoms of the disease at about 77.7 years of age—5.1 years later than the monolingual average of 72.6. Likewise, bilingual patients were diagnosed 4.3 years later than the monolingual patients (80.8 years of age and 76.5 years of age, respectively).<sup>(25)</sup> In a follow-up study, researchers compared the brains of bilingual and monolingual patients matched on the severity of Alzheimer's symptoms. Surprisingly, the brains of bilingual people showed a significantly higher degree of physical atrophy in regions commonly associated with Alzheimer's disease.<sup>(27)</sup> In other words, the bilingual people had more physical signs of disease than their monolingual counterparts, yet performed on par behaviorally, even though their degree of brain atrophy



**Bilinguals' performance on a sustained selective attention task and its correlation with subcortical processing in multitalker babble.** Bar graphs: Bilinguals (red) outperform monolinguals (black) on sustained selective attention, regardless of sensory domain. Scatter plot: Auditory attention performance was correlated with F0 encoding at the brainstem. Adapted from Krizman, et al., PNAS 2012; 109:7877-7881

an important role in managing the balance between two languages. Likewise, researchers have found white matter volume changes in bilingual children<sup>(20)</sup> and older adults.<sup>(21)</sup> It appears that bilingual experience not only changes the way neurological structures process information, but also may alter the neurological structures themselves.

## Improvements in Learning

Being bilingual can have tangible practical benefits. The improvements in cognitive and sensory processing driven by bilingual experience may help a bilingual person to better process information in the environment, leading to a clearer signal for learning. This kind of improved attention to detail may help explain why bilingual adults learn a third language better than monolingual adults learn a second language.<sup>(22)</sup> The bilingual language-learning advantage may be rooted in the ability to focus on information about the new language while reducing interference from the languages they already know.<sup>(23)</sup> This ability would allow bilingual people to more easily access newly learned words, leading to larger gains in vocabulary than those experienced by monolingual people who aren't as skilled at inhibiting competing information.

suggested that their symptoms should be much worse. If the brain is an engine, bilingualism may help to improve its mileage, allowing it to go farther on the same amount of fuel.

## Conclusion

The cognitive and neurological benefits of bilingualism extend from early childhood to old age as the brain more efficiently processes information and staves off cognitive decline. What's more, the attention and aging benefits discussed above aren't exclusive to people who were raised bilingual; they are also seen in people who learn a second language later in life.<sup>(25), (28)</sup> The enriched cognitive control that comes along with bilingual experience represents just one of the advantages that bilingual people enjoy. Despite certain linguistic limitations that have been observed in bilinguals (e.g., increased naming difficulty <sup>(7)</sup>), bilingualism has been associated with improved metalinguistic awareness (the ability to recognize language as a system that can be manipulated and explored), as well as with better memory, visual-spatial skills, and even creativity. <sup>(29)</sup> Furthermore, beyond these cognitive and neurological advantages, there are also valuable social benefits that come from being bilingual, among them the ability to explore a culture through its native tongue or talk to someone with whom you might otherwise never be able to communicate. The cognitive, neural, and social advantages observed in bilingual people highlight the need to consider how bilingualism shapes the activity and the architecture of the brain, and ultimately how language is represented in the human mind, especially since the majority of speakers in the world experience life through more than one language.

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International Federation of Language Teacher Associations  
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The International Federation of Language Teacher Associations (FIPLV) is organising the congress with hosting partners CASLT (Canadian Association of Second Language Teachers) and OMLTA (Ontario Modern Language Teachers' Association).

The congress will take place in Niagara Falls (ON), Canada, March 26-28, 2015. This is just a short transfer from Toronto, so is easily accessible from around the world.

Details can be found here:  
<http://fiplv.com/world-congresses>.

The 2015 World Congress promises to be the best one yet! We are expecting over 1000 participants from Canada, the USA, and many other countries around the world, so the congress will be held at the Sheraton on the Falls Hotel and Conference Centre in the spectacular heart of Niagara Falls. We hope you'll take this opportunity to network with language educators from many different backgrounds, and to share innovative approaches to language learning, teaching and assessment.

Themes to be explored include: new technologies and social networking, student motivation, languages and culture, the Common European Framework of Reference, and linguistic diversity, and will include both practical and research-focused sessions as well as a vast exhibition of resources.

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# Scotland's 1+2 Language Policy: The Story So Far

By Dr. Hannah Doughty and Fhiona Fisher, SCILT, Scotland's National Centre for Language



Photos above: Left - Dr. Hannah Doughty. Right - Fhiona Fisher

## Abstract

In this article we look at the current language policy being implemented in Scotland. We start by briefly outlining the history of the Scottish Government's 1+2 approach to language learning. This is followed by an overview of the initiatives that SCILT, Scotland's National Centre for Languages has been introducing and pursuing to help turn this ambitious vision into reality. It emphasises the importance of partnership working in policy implementation.

## Policy Background

In its party election manifesto of 2011 the Scottish National Party pledged to introduce a

new "norm for language learning based on the European Union 1+2 model".<sup>1</sup> Contrary to other parts of the United Kingdom, Scotland does not have a compulsory national curriculum, hence the slightly cumbersome wording in the proposal that politicians will "create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments<sup>1</sup>, and will create a new model for language acquisition in Scotland." (SNP Manifesto 2011:24). This article looks back over what has happened since, and how we intend to support the implementation process up to 2020 and beyond.

Upon their landslide victory in May 2011, the party set up a Languages Working Group, which published its report and recommendations in May 2012<sup>2</sup>. All of the Working Group's recommendations were accepted by the Government, either in full or in part, and we are now in the process of working towards implementation of the recommendations by 2020. In essence, it is envisaged that by 2020 every child in Scotland will have the opportunity to start learning a language in addition to their mother tongue (L2) from their first year of primary school (aged 4-5), and a further language (L3) from their fifth year of primary school (aged 8-9). They would continue to study L2 until the end of what under the current educational reforms is called the 'broad general education' aged 15 and there should be opportunities to study the L3 until that age too. However, depending on local provision, pupils may be able to study a different L3 in secondary school. The additional languages include not just the so-called 'modern' or 'foreign' languages but also Scots, Gaelic, as well as English (for young people having arrived from non-Anglophone countries)

Following on from the publication of the Working Group report the cross-party European and External Relations Committee (EERC) at the Scottish Parliament launched an inquiry into 'Foreign language learning in the primary school'<sup>3</sup>. They published their report in May 2013, which highlighted broad support

<sup>1</sup> In Scotland, a parliamentary term lasts five years.

<sup>2</sup> <http://www.scotland.gov.uk/Publications/2012/05/3670>

<sup>3</sup> <http://www.scilt.org.uk/A12ApproachtoLanguageLearning/Foreignlanguagelearningprimaryschool/tabid/3071/Default.aspx>

for the early introduction of language learning from a wide range of stakeholders.

### Making a Start

In June 2013 the Government set up a Strategic Implementation Group (SIG)<sup>4</sup> to oversee and facilitate the implementation of the recommendations. It has representatives from a wide range of stakeholders:

- Scottish Government (as owners of the policy and source of funding)
- ADES (Association of Directors of Education in Scotland)
- COSLA (Convention of Scottish Local Authorities)
- SCILT, Scotland's National Centre for Languages
- GTCS (General Teaching Council of Scotland)
- SALT (Scottish Association of Language Teaching)
- STEC (Scottish Teacher Education Committee)
- Teachers' Union representative
- Education Scotland
- National Parent Forum

The full group is expected to meet for a period of 18-24 months, with a smaller steering group being established beyond that date until 2020.

### Partnership and Cross-Sector Working

SCILT, Scotland's National Centre for Languages, is funded by the Scottish Government for its core activities, and our two principal functions are to provide staff development for language teachers in schools and to promote the importance and benefits of language learning. In partnership with other key organisations, SCILT has, therefore, been tasked with taking forward a number of recommendations from the 1+2 policy document.

### Education Scotland<sup>5</sup>

Our key partner is Education Scotland, an Executive Agency of the Scottish Government tasked with improving the quality of

Scotland's education system through two complementary strands of work:

Evaluation of the quality of learning and teaching in Scottish schools and education services through Inspection and review of Scottish education on the one hand and

Provision of support and resources for learning and teaching (through online services) on the other.

In essence, this means that we are combining expertise in three areas (inspection, curriculum support, and staff development).

### Scottish Teacher Education Committee

Clearly one critical success factor will be the ability of Scotland's teachers to deliver appropriate language learning experiences at all stages of schooling. We have, therefore, now extended our core partnership to include representation from the Scottish Teacher Education Committee (STEC), the representative body for the seven Scottish universities who provide teacher education, which has established a languages-specific subgroup. STEC is working with SCILT and Education Scotland on an initial 'training the trainers' session starting this summer. This will be open to all local authorities in order to offer a sustainable way of increasing numbers of trained teachers.

### Cultural Organisations and Local Authorities

Three times a year we hold meetings with key representatives from the four main European cultural organisations (France, Germany, Italy and Spain) and local authorities. Membership of this group, affectionately known as 'COALA', including representatives from government and Education Scotland, has significantly increased since the introduction of the 1+2 policy. This can be explained by the fact that many local authorities have now appointed Development Officers specifically to deal with the implementation of the new policy.

### British Council

Since November 2010 we have seconded a member of the SCILT team to the British Council in Scotland for two days a week. Her role is to support the incoming language assistants (young native speakers that are

<sup>4</sup> <http://bit.ly/1plus2SIG>

<sup>5</sup> <http://www.educationscotland.gov.uk/>

university students from countries in Europe, the Americas and China) and in particular to encourage them to implement one or more projects during their time working in Scottish schools. The resultant work is celebrated in an annual showcase at the end of April. The aim of the initiative is to highlight the qualitative impact of language assistants, which is difficult to demonstrate in quantitative terms. In the past, language assistants in Scotland have been an easy target for budget cuts, but with the renewed emphasis on languages there has been a resurgence in uptake of assistants.

### University Council for Modern Languages Scotland (UCMLS)

During the 2013-14 session we have strengthened our links to languages departments in Scottish universities and held a cross-sector symposium to coincide with the language assistant showcase. Incredible as it may seem, this was the first time we engaged a range of stakeholders from primary, secondary and tertiary education in direct professional discussion. The potential benefits of increased emphasis on cross-sector working, and the challenges arising when operating in changing policy contexts, are outlined in a joint article written by members of staff from the 'Routes' and SCILT teams respectively, published in our online journal, the Scottish Languages Review<sup>6</sup>.

*Clearly one critical success factor will be the ability of Scotland's teachers to deliver appropriate language learning experiences at all stages of schooling.*

### Key Implementation Stage: Pilot Studies

The Government commissioned a number of pilot studies across the country and the evaluation of these has just been published<sup>7</sup>. Overall the findings were positive: pupils enjoyed their language learning experience, parents were supportive of their children learning an additional language at an early age and teachers have grown in confidence teaching another language with even limited language expertise. We hope to build on these pilot projects. A key challenge emerging was - unsurprisingly - teacher confidence in delivering language lessons, which is why our aforementioned collaboration in delivering teacher training,

and indeed developing teacher trainers, will be an ongoing commitment.

### Key Implementation Factor: Public Engagement

A key recommendation of the Languages Working Group is the need for public engagement. With this in mind, the Scottish Government, in conjunction with the Association of Directors of Education in Scotland (ADES), has been holding annual conferences in support of 1+2. Documents, presentations and videos from the 2012 and 2013 summits are available from the SCILT website<sup>8</sup>.

### SCILT's Current and Planned Initiatives

#### Learning Events

As a Scottish Government funded body, it is incumbent upon SCILT to help make the new policy a reality, and we feel we have made a very positive start. During 2013-14, SCILT organised a number of Saturday morning learning events where representatives of the pilot schools shared their experiences and presented their challenges and next steps. This was followed by a round table discussion. These sessions were well attended by a range of stakeholders, from teachers to senior management including practitioners from all sectors including early years' provision, ASN (additional support needs) and higher education.

SCILT is also trying to implement a number of initiatives that the university-led 'Routes into Languages' programme has successfully introduced in England and Wales. Funded by the Higher Education Funding Council, this programme actively promotes the take-up of languages and student mobility and some of the ideas can be adapted to the Scottish context.

#### Word Wizard

For example, last year, SCILT ran a modern language spelling competition in Scotland for

<sup>6</sup> [http://bit.ly/SLR\\_27](http://bit.ly/SLR_27)

<sup>7</sup> <http://www.scilt.org.uk/A12ApproachtoLanguageLearning/Implementation/tabid/4339/Default.aspx>

<sup>8</sup> <http://www.scilt.org.uk/A12ApproachtoLanguageLearning/ScottishGovernmentADES/tabid/2280/Default.aspx>



the first time, modelled on the hugely successful Routes into Languages 'Foreign Language Spelling Bee' competition from the 'Routes' initiative. This year we ran our own Scottish version of the competition, renaming it 'Word Wizard<sup>9</sup>.' French, German, Spanish, Gaelic for Learners and Mandarin were included; we hope to expand the language range further still in 2014-15. In this competition, learners must be able to provide the correct translation of a given word and spell it using the target language alphabet. Words are chosen to reflect vocabulary that will be useful to learners in the language classroom, thereby increasing confidence in using a wider range of expressions.

### **Business Language Champions scheme**

This initiative was initially developed by our sister organisation CILT in London but was abandoned in England due to funding cuts. The scheme links schools with businesses in the local community that use languages in the workplace. To date, we have engaged individual schools with Michelin, the tyre manufacturers, Loch Duart, a salmon producing company, the Scottish Football Association, the Scottish Football museum and several more. These projects have proved very effective in raising learners' awareness of the benefits of language learning, and in some cases can be used as a way of introducing another language into the curriculum.

Each project is very different and caters to the needs of both the school and the company. Normally a representative from the company or business makes a presentation to learners in school. This is followed by a visit to the company's premises. Learners are then given a project to complete in the modern language. For example, language learners in S3 had to advertise a Michelin product in French which was then judged by representatives from Michelin, the local education authority, SCILT and Avian, a communications consultancy. The winner was chosen based on the quality of the presentation, the use of the target language and the advertisement itself. S3 learners at another secondary school had to produce an advertisement in French promoting the Scottish Football Museum to French visitors.

Feedback from all schools who participated has been very positive. These links make language learning more meaningful and relevant and help establish links with the local business community, as well as encouraging diversity of languages in schools.

### **Language Linking, Global Thinking**

Another 'Scottified' project is called 'Language Linking, Global Thinking'<sup>10</sup>. The pilot study is run in collaboration with University of Stirling, British Council Scotland, the Project Trust and the National Union of Students in Scotland (NUSS). It will involve university students about to embark on their year abroad making a link with a school class shortly before leaving the country. The students keep in touch with the class during their stay and finally make a second visit upon their return to reflect on all the skills and competences gained. This has the ultimate twin aims of promoting language learning AND mobility.

***More crucially perhaps, at societal level parents will need to become better informed about the benefits of language learning***

### **Mother Tongue - Other Tongue**

SCILT also wants to make the links between language learning and the development of literacy skills

clearer, and with this in mind we are adapting another 'Routes' project, entitled 'Mother Tongue Other Tongue' (MTOT). This initiative will be piloted in Glasgow during the 2014-15 academic session.

**Mother Tongue** aims to encourage children, who do not speak English as a first language, to share a lullaby, poem, rap or song from their mother tongue and to write a short commentary in English about why this piece is important to them. Alternatively, pupils can submit an original piece, written in their mother tongue language, accompanied by a commentary in English detailing the inspiration behind their writing. Because of Scotland's particular linguistic landscape, pupils will be able to submit commentaries on Scots and Gaelic texts in this category.

**Other Tongue** aims to encourage children learning another language in school (in Scotland this is likely to be French, Spanish, German, Italian, Mandarin, Cantonese, Urdu, or Gaelic,) to write an original poem, rap or

<sup>9</sup> <http://www.scilt.org.uk/S1S3/Celebratinglanguages/WordWizard2014/tabid/3848/Default.aspx>

<sup>10</sup> The original project initiative is called 'Adopt a class'

song in that other tongue combined with an explanatory text outlining their inspiration.

### Visible Changes: Increase in Primary Professional Learning

Although the 1+2 approach to language learning is not simply aimed at the primary sector, because language learning will now start earlier, SCILT has noted an astonishing 300% increase in Primary Professional Learning sessions from last academic session. The shape of Primary Professional Learning is also changing. A large number of bookings are still made by Development Officers on behalf of their local authority. However, increasingly other models are emerging. Often, bookings are being made by individual schools, to work with an entire staff from secretarial and auxiliary staff through to teachers and SMT. Alternatively, a cluster books us to work with staff across a whole stage in all the cluster primary schools.

This shift seems to be indicative of the message coming out of the 1+2 Learning Events, where delegates have spoken about the motivation and mutual support that has come with the implementation of languages right through a school from Primary 1. In the face of such a challenge, this mutual support has helped to sustain staff engagement with the extension of languages in schools.

Another change is the reduction in the number of one-off bookings. Instead, teachers are asking for more than one input spread over several months. We then encourage delegates to make a pledge to try a resource, an approach or an idea shared during one session before the next time. Equally importantly, professional dialogue and professional reading underpin the content of the Primary Professional Learning opportunities that SCILT offers.

### Next steps

Clearly there is still much to do before the 1+2 approach will become the norm in Scotland's schools.

At school level, uptake of modern languages post S3 will need to be monitored very closely. However, we are encouraged by the ongoing support from the Scottish Government to ensure the right conditions which will enable this ambitious target to be reached by 2020. For example, a language learning framework for Primary 1 to Primary 7 produced by Education Scotland will be made available by the end of June 2014. This is intended to be a progressive framework, building competence in all four skills while developing knowledge of grammar and structures. It should also be sufficiently flexible to respond to a school's own context. Further ahead, more advice and guidance for the second additional language is due to be published.

More crucially perhaps, at societal level parents will need to become better informed about the benefits of language learning. Whilst there seems to be broad support for a policy of early language learning, there are still many who believe that 'English is enough' and others who have strong views on which language(s) should be taught in school.

Regardless of the above, however, it is clear that the Scottish Government is determined to see the implementation through so we would be happy to provide you with an update on progress in say two-three years' time.

<http://www.scilt.org.uk>

The screenshot shows the SCILT website homepage. At the top, there's a navigation bar with links like 'Home', 'Early Years', 'Primary', 'S3-S5', 'Senior Phase', 'Beyond School', 'Learners & Parents', 'School Managers', 'Adult Learners', and 'Business'. Below this is a large banner with the SCILT logo and the text 'SCILT, Scotland's National Centre for Languages'. To the right of the banner is a globe graphic. Below the banner, there are several featured sections: 'SQA ASSESSMENTS UPDATE' with a link to 'June 2014 Update', 'Confucius Institute for Scotland's Schools' with a 'Learn more >>' link, and 'A 1+2 approach to Language Learning' with a 'Learn more >>' link. The footer contains contact information for SCILT at the University of Strathclyde, Glasgow, and social media links for YouTube and Flickr.

## News View

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### New Resources for Language Students: Creating the Global Graduate - Sell your language skills on your CV

18 February 2014 (Routes into Languages Cymru)

This new set of resources, authored by the Careers Department at Cardiff University and in partnership with Routes into Languages Cymru, includes a Sample Languages CV Format and a Chronological CV which will show how those studying languages or those who have language skills can present their skills and experiences in the most effective way possible. With a greater call for 'global graduates' the resources also include Tips for the Year Abroad for Language Students which will give ideas on how to make the best of time spent abroad and to continue to build on the CV whilst studying.

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At the University of Strathclyde, SCILT have a number of [partnerships with key organisations](#) in Scotland, UK and further afield.



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# Modern Language Teachers' Association of Victoria, Inc.

The MLTAV is a professional association for teachers of Languages, and the umbrella organisation for approximately twenty Single Language Associations (SLAs) in Victoria.

In cooperation with its member associations, the MLTAV supports teachers and learners of Languages other than English throughout Victoria by providing quality services, including Professional Learning opportunities, advocacy and consultancy. The MLTAV aims to encourage and promote the learning of Languages as an essential part of the school curriculum.

The MLTAV is an association of Languages educators in primary, secondary, and tertiary institutions, from all sectors - Catholic, Government and Independent. The MLTAV has representation on the peak bodies: the Victorian Ministerial Advisory Council for Multilingual and Multicultural Victoria (MAC-MMV) and the Languages Forum.

MLTAV is also an active member of the Council of Professional Teaching Associations of Victoria (CPTAV).

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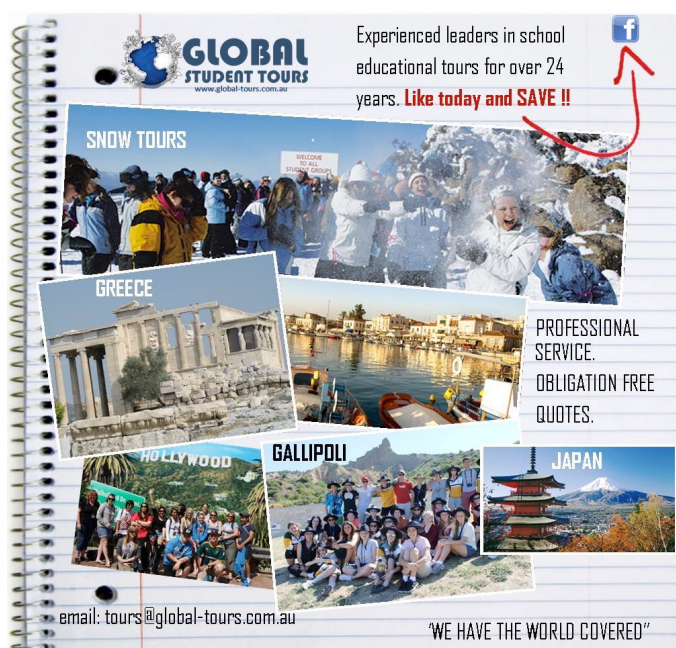
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# Global Student Tours



School Tours to CHINA, FRANCE GERMANY, GREECE, ITALY, IRELAND, JAPAN, NEW CALEDONIA, TURKEY, the UK and the USA for AUSTRALIAN schools to enjoy language, cultural, historical and sporting experiences has been Global Student Tours' primary business for 24 years.

From those early years we have arranged school tours to China, France Germany, Italy, Japan, New Caledonia and the UK for language, cultural and history studies. Some years ago, we added school tours of Greece. With a history stretching back to the Palaeolithic Age, Greece provides students with a rare opportunity to study ancient history and culture.

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