The State of Quality
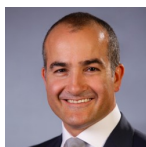
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Languages in Victoria

MLTAV Conference
'The State of Quality'
1st Keynote Speech:
James Merlino, MP

Biography
James was born in Melbourne, following his father's migration to Australia from the tiny Italian island of Salina.

Before entering Parliament James was a National Industrial Officer for the Shop, Distributive and Allied Employees' Union.

James was a councillor for Yarra Ranges Council, which included a period as Deputy Mayor between 1997 and 2002.

In 2002 James was first elected to Parliament as a Member of the Legislative Assembly for Monbulk.

Following the 2006 state election, James became Minister for Sport, Recreation and Youth Affairs in the Bracks Labor Government. Highlights during this period included the re-development of Melbourne Park and the 20-year extension of the Australian Tennis Open until at least 2036, the construction of AAMI Park and the funding of an upgrade to the Great Southern Stand.

During this period James was also appointed with the additional responsibility of Minister Assisting the Premier on Multicultural Affairs.

As the son of a migrant, James' tenure as Minister Assisting the Premier on Multicultural Affairs was personally significant and provided James with the opportunity to support Victoria's vibrant multicultural society.

James was Shadow Minister for Police and Shadow Minister for the TAC and Road Safety between December 2010 up until February 2012. That same month James was named Deputy Leader of the Opposition and Shadow Minister for Education.

Following Labor's victory at the 2014 state election, James was sworn in as Deputy Premier and Minister for Education in the Andrews' Labor Government.

KEYNOTE SPEECH

I would like to begin by acknowledging and paying my respects to the traditional custodians of the land on which we meet, the Wurundjeri (Wur-und-jeri) people of the Kulin Nations.

It is upon their ancestral lands that we meet today and I would like to pay my respects to their Elders both past and present and any Elders who may be present today.

Thank you Andrew for your kind welcome and introduction.

I am delighted to be here today at the Modern Language Teachers' Association of Victoria 2015 State Conference.

One of the most enjoyable aspects of my role as Minister for Education is getting out to see the great work that goes on in our schools, and opportunities such as this, which allow me to engage directly with teachers – and in this case languages teachers.

I note that the theme of the conference is 'the State of Quality' which is an excellent segue into what I would like to talk about today.

Quality in education is something that, as Minister for Education, I take very seriously; quality is the defining element of the world class education that all Victorian schools will be providing under a Labor Government.

But what does this mean for languages education?

I hardly need to remind today's audience about Victoria's long tradition of languages education in our schools; or that Victoria is a recognised leader in the area of languages education.

Chris Wardlaw could certainly confirm this after his work on a recent report for the Commonwealth Government on languages education across all Australian jurisdictions.

The Labor Government will build on this tradition and this reputation to ensure that Victoria remains a leader in languages education, and that our programs are of the highest quality.

This is because Languages education is important for many reasons. We now know that learning a language in addition to English strengthens brain development, and builds problem-solving skills and English literacy skills.

In learning an additional language, students become more reflective about their own identity and they learn to value and respect other cultures.

Learning a language also opens up career opportunities and so contributes to Victoria's - and Australia's social and economic development - a point eloquently made by the *Languages Testimonials* I will be launching today.

In an increasingly interconnected, globalised and competitive world, languages more than ever before, must be part of the core curriculum of all Victorian schools.

Young Victorians need language skills and our schools must ensure students have every opportunity to develop proficiency in at least one language in addition to English.

Within this context, the growth in recent years in the number of government primary schools providing a languages program is fantastic.

As a government, we will work in partnership with schools and communities to nurture this trend and support schools to strengthen and expand their programs.

Currently 22 languages are taught in Victorian government schools; 49 through the Victorian School of Languages and 40 by our network of some 180 community language schools.

This extraordinary linguistic and cultural richness is unique to Victoria and is something we value deeply. One of the great attributes of our system is that schools engage with their local communities to choose the language or languages they teach, further strengthening communities' ties and embedding cultural diversity in our communities.

Of course, languages are also widely taught across Victoria's Catholic and independent schools. And I know that many of you here today are teachers in non-government schools. It is wonderful to see the collaboration and sharing that underpins Victoria's languages teaching fraternity.

At this point, it is timely to pay tribute to the work of the MLTAV and the 22 language-specific teacher associations that play a key role in supporting our teachers through professional development activities such as today's conference.

The Government values your contribution and the Department will continue to provide annual funding to support the important work you provide your members.

Education systems do not become 'great' education systems by accident.

Schools and teachers require sustained and systemic support to do their jobs well - and to provide a 'great education'.

Learning a language also opens up career opportunities and so contributes to Victoria's and Australia's social and economic development - a point eloquently made by the Languages Testimonials I will be launching today.

This is why we must have a strong focus on providing high quality professional learning for school leaders and teachers.

In relation to professional learning for languages teachers, this year we will provide *Content and Language Integrated Learning* (CLIL) courses for 30 additional government and non-government school teachers.

The CLIL program, which supports the teaching of other subjects in and through another language, is gaining increasing support in schools, so it is important we provide training for our teachers in this engaging language teaching approach.

In 2015 we will also provide two *Leading Languages* courses through the Bastow Institute of Educational Leadership - in metropolitan Melbourne and in Bendigo - for 100 teachers and school leaders to build their capacity to create and sustain exemplary language and literacy programs.

The Department's Language Advisers are available to support teachers and schools. And the Department, in partnership with the MLTAV, will provide workshops for newly graduated and returnee language teachers.

We will also increase the pool of new language teachers available to schools, with some 70 recent graduates undertaking teacher training courses this year.

Existing teachers are encouraged to enhance their language skills by participating in fully funded in-country and local language maintenance courses in Chinese, French, German, Italian, Indonesian and Japanese.

I am actively seeking to establish collaborative relations with a range of foreign governments to support languages programs.

For example, in September the Italian Government in partnership with the Department will sponsor a group of school principals with established Italian programs to undertake a study tour to Italy as a way of strengthening their language programs.

The Department is also working closely with the Chinese education authorities to support the teaching of Chinese which has grown significantly in recent years, particularly in our primary schools.

A group of 20 Year 10 students of Chinese from rural Victoria has been funded to participate in a 2-week summer camp in Beijing in July.

And in recognition of the strong recent and renewed growth in the teaching of Indonesian, the Department will provide $100,000 this year for

Indonesian immersion activities for teachers and students.

I am also pleased to announce the Department's much loved *Languages Online* program, which has provided innovative game-based resources to schools over many years is being upgraded and new languages apps are currently in development and will be available later this year.

And of course, through the development of the Australian Curriculum, languages is another area that we will be looking closely at in the coming months.

While much has been achieved there is still much to be done to support languages education in our schools, and to genuinely engage in that pursuit of quality for all children and young people.

In my view, this just makes it an incredibly exciting time to be involved in the teaching of languages and to be honing your skills as practitioners.

I look forward to working with the MLTAV and other stakeholders to make sure that schools, teachers and students have the support they need so that learning languages becomes a reality for all Victorian students.

Today, however it is my great pleasure to launch the Languages *Testimonials* which have been jointly developed by the Department and the MLTAV.

This online resource comprises 20 video testimonials – four by principals and teachers and 16 by past students of languages in Victorian schools talking about how learning a language at school has impacted positively on their personal and professional lives.

The *Languages Testimonials*, will be published on the Department's website to promote the benefits of learning a language and target secondary school students, school leaders parents and the wider community.

I understand that some of the young people who are featured in these wonderful testimonials are with us today so I encourage you to talk to them during the day.

Before I flick the switch to give you a preview of the *Testimonials*, I would like to take this opportunity to wish you a wonderful conference.

I also leave you with the unambiguous message that languages are important to the Labor Government.

We will build on Victoria's strong track record as a leader in languages education to ensure that languages are indeed part of a 'great education'.

Photo Above from left to right: Zillah Hansen, James Merlino MP, Clarissa Belanti and Hashella Kumarawansa

Languages Video Testimonials

The *Languages Video Testimonials* is an online communications resource promoting the benefits of learning a language and targeting secondary students, school leaders, parents and the wider community. The online resource comprises 20 video testimonials – 4 by principals and teachers and 16 by past students of languages in Victorian schools talking about how learning a language at school has impacted positively on their personal and professional lives.

Ideas for using the resource

School leadership teams and members of staff:
- To build awareness among community, staff and students of the need to develop language skills
- To highlight the importance of providing quality languages education programs to all students

Language teachers:
- To highlight the benefits of language learning including for example at the end of the year when students are deciding whether or not to continue with their language study

Students and their parents:
- To raise awareness on the importance of intercultural and language competency
- To promote the benefits of language learning including broadening career opportunities
- To highlight the school's language program at information night and other events

The *Languages Video Testimonials,* developed by the Department of Education and Training in partnership with the Modern Language Teachers' Association of Victoria, are available at http://fuse.education.vic.gov.au/?WJCF8K

The MLTAV sincerely thanks the following individuals and schools for their significant contribution to the success of the Languages Video Testimonials project and encourages its members to make use of this wonderful advocacy resource. It was a pleasure and delight to work with everyone involved in this exciting project.

Chinese testimonial - Clarissa Bellanti
Chinese testimonial - Louisa Brown
French testimonial - Leonrad Krasny
French testimonial - Zillah Hansen
German testimonial - Aditi Nevgi
German testimonial - Lutz Lorenz
Greek testimonial - Emily Chryssanthakopoulos
Greek testimonial - Silvia Korlos
Indonesian testimonial - Hannah Ekers
Italian testimonial - Melissa Palombaro
Italian testimonial - Rohan MacLaren
Japanese testimonial - Hashela Kumarawansa
Japanese testimonial - Richard Garrett
Spanish testimonial - Emily-Rose Guarnuccio
Spanish testimonial - Harry Swinburn

Belmont High School, Glen Eira College, Mount Waverley Secondary College and Northcote High School

MLTAV Conference
'Learning others' Languages… not an optional extra'
2nd Keynote Speech: Christopher Wardlaw

Biography

Mr. Christopher Wardlaw, Chair, Victorian Curriculum and Assessment Authority (VCAA).

Chris was appointed by the Governor in Council to the position of the Chair on 29 April 2014.

Many people in Victorian schools will know of Chris through his work in the Department over many years. Chris taught economics and economic history at Monash University and in Victorian government secondary schools before moving into Departmental roles, initially in regional offices and then in central positions. He has worked in many areas, most recently serving as Deputy Secretary, Strategy and Review in the Department from 2009 to 2013.

Chris served as Deputy Secretary for Education in the Hong Kong Government from 2002 to 2008, where he had responsibility for curriculum, assessment and quality assurance for pre-primary, basic education and senior secondary education. During this time he oversaw a comprehensive reform program, which resulted in Hong Kong adopting a contemporary curriculum and assessment system that has made a major contribution to Hong Kong.

Chris has simultaneously enjoyed a stellar sporting career as an Olympian in the 10,000 metres and marathon at the 1976 and 1980 Olympics, followed by a coaching record that includes Steve Moneghetti and Kerryn McCann. This culminated in Chris being the Head Coach of the Australian Athletics Team at the 2000 Sydney Olympics. He has continued as a mentor and high-level advisor to Athletics Australia.

(Note: Some slides from Chris Wardlaw's Conference Keynote PowerPoint presentation have been incorporated below, go to Professional Learning / Conferences on the MLTAV website, www.mltav.asn.au to access the full PowerPoint.)

KEYNOTE SPEECH
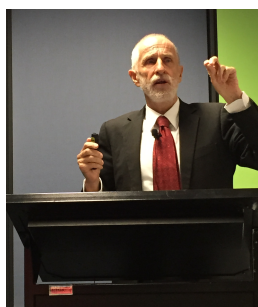
Good morning and thank you very much for the opportunity to talk to you. I am probably the only person in the room who does not have a second language so I feel impoverished and that is probably one of the things that drives me in this area.

Ironically, for some reason, I am able to go to France, pick up **L'Équipe** sports newspaper and somehow read it. So, something happened in my French learning up to Year 10 that has allowed me to do that but I cannot understand the spoken word. I remember my Year 10 French teacher, Keith Corcoran, as a wonderful teacher. He must have had a positive impact upon me.

Whilst I am the Chair at the VCAA (Victorian Curriculum Assessment Authority), I must make it very clear that I am giving this talk personally. I have a Board that I am accountable to and a Government that will rightly set directions for us, so whatever I say cannot be held against me or against the VCAA. As Chair, of course, I hope to influence the agenda significantly.

The other part to my introduction is to say that I have learnt a lot about Languages over the years, particularly since working and living in Hong Kong. When I went to Hong Kong I had an epiphany about the importance of languages which influenced me greatly. Since being back in Australia, I have worked closely on Languages including working with my colleagues from the Department.

I contributed to a major piece of work undertaken by the Asia Education Foundation (AEF) for the Federal Government on Languages which is still with the bureaucracy. That was a terrific piece of work involving a lot of people as we consulted widely across jurisdictions. This too deepened my understandings in this area. In this Keynote, I will make reference to what is happening in Victoria as well as from a national perspective.

I would also like to acknowledge Professor Joe Lo Bianco, who most of you would know as a most outstanding researcher, worker on, and promoter of, Languages. I have learnt a lot from Joe, particularly since I returned to Australia from Hong Kong. I will also, in this Keynote, make reference to the Languages Framework Joe developed with the Department which is contemporary and provides great insight on the way forward.

I will be talking about three things:

1. I will touch on knowledge in the global context, where Languages might fit and why Languages are important

2. Then we will look at how the threshold issue of quality and how thinking about quality must drive us

3. The place of Languages in Australia and the challenges we face.

So whither knowledge?
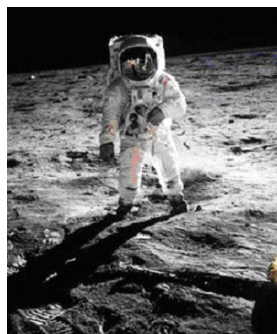
I used to always think I could ask this question making the assumption we were all born when this occurred, but as time has gone on, I cannot be so confident.

For those of us who were around at this time, '*Can anyone remember where you were when this event took place*?' [see image above].

I can recall exactly where I was. I had just walked across the wind tunnel to the rotunda at Monash University, where we all watched the footage live on television. Does anyone know how many microprocessors were used to put man on the moon? The answer is *zero*.

It was phenomenal kitchen-sink technology. We now have computers, micro-processors, in our mobile phones that are so powerful that people of the day would not have comprehended such technology. There has been a massive transformation since this momentous global event. We too can globalise the learning of languages and use some of the powers of ICT in language learning.

If I fast-forward to October 1993, to the moment that Michael Long went down the wing and helped destroy Carlton, which was just so wonderful! Another dramatic global change took place in October 1993 – the launch of the World Wide Web. Only twenty-two years on, recently graduated students for those born then, it would be difficult to imagine a world without the Web. The world has changed at an incredible pace.

My research on job advertisements, which some might argue is not as scientific as it might be, helps me understand the world.

This is a job advertisement [see right column] from several years ago for a Chief Financial Officer (CFO), Sydney-based with a large financial services firm.

The interesting thing for me is that being proficient in Cantonese / Mandarin is an *essential*

requirement for this role. I pondered on the fact that a Sydney-based job in finance, required Mandarin.

We have a very significant challenge facing us as educators. Do you remember the Information Age?

Some of us probably think we are still in it. There is a very real view that we have actually passed the Information Age and are now in the Conceptual Age and we are moving from sequential to simultaneous / literal to metaphorical / functional to aesthetic / textual to contextual / analytical to synthetic etc. Einstein said, '*What cannot be counted, counts*'. These changes have led to significant and valuable shifts in our knowledge where we increasingly understand we need to value cultural intelligence, the globe, foreign languages, understanding of interdependence. These dramatic changes in knowledge are currently influencing us as teachers and educators in very significant ways.

As a result of such change, particularly over the past 10 – 15 years, educators have been dealing with the quandary as to what it means to have an educated person leave our school system. What is our contribution? We often try to talk about future-proofing, but we have changed this to a concept of our students needing to leave school, future-capable. We need to have them ready to embrace and face very dramatic, ongoing change. They need to develop capabilities to support life-long learning.

I thought it was worth showing this slide:

Hong Kong Government Report

Having attained *proficiency in their own language, literature and history*, Chinese pupils should utilize this as a basis for making *comparative studies of the Eastern and Western thought and language*. It is only through such studies that *Hong Kong children can become more Chinese, conscious of their own culture* and at the same having a liberal, balanced and *international outlook*.

1953

'Having attained proficiency in their own language, Literature and History, Chinese pupils should utilise this as a basis for making comparative studies of the Eastern and Western thought and language. It is only through such studies that Hong Kong children can become more Chinese, conscious of their own culture and at the same time having a liberal balance and international outlook'.

It sounds a bit like the Melbourne Declaration. However this was Hong Kong in 1953.

We have been talking about this for a long time, however, Hong Kong has been talking about it for 50 years which is one of the things that makes Hong Kong such a dynamic place to go.

Many in the audience may have heard Yong Zhao speak. Yong Zhao was born in China, has visited Victoria quite often, and is a Professor at the University of Oregon. You may find his work in pursuing a way of thinking about education, focusing on the implications of globalisation and technology on education, of great interest.

Yong suggested rethinking one of our narratives in Australia, about the tyranny of distance. Those of us who were History students would remember the 'Tyranny of Distance', a famous text by Geoffrey Blainey. We are still being influenced by the tyranny of distance in our debates about Australia and border protection. Yong, however, says that 'distance is dead', arguing for a flat world theory with everything being so interconnected that there is no longer any tyranny of distance. Personally, I am not totally convinced about this as I think we still very much have, in Australia, our *geographical place*. I will show you some data that keeps that in mind.

I was thinking of withdrawing this 2009 data poll slide from the Lowy Institute, as it is a little out of date [see right column], however, I have left it in my presentation, as the data has been recently updated and remains pretty much the same.

Lowy polls Australians about how they think about other countries using an index rating from feelings of warmth to feelings of cold. It is quite interesting. We are warm to New Zealand and Canada, middling to India, China, South Korea and Indonesia and then the countries down the bottom are Iran and so forth. This is not surprising data, yet a lot of those countries, India, China, South Korea, Indonesia are going to have a significant impact on our lives. By 2050, it is predicted that Indonesia, will be the fourth largest economy in the world which means it is a very important place from ours as well as a global perspective.
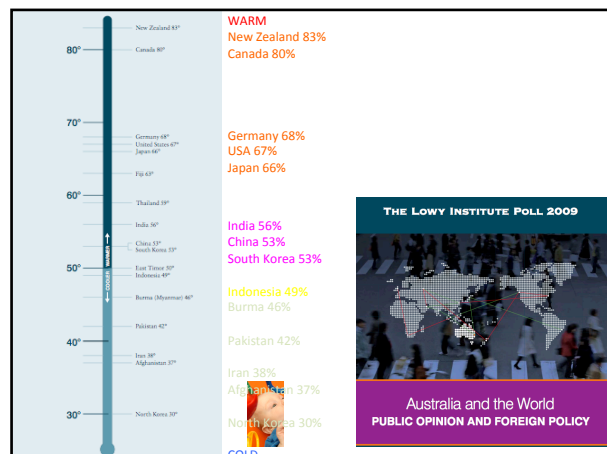
This next piece of data is really interesting:
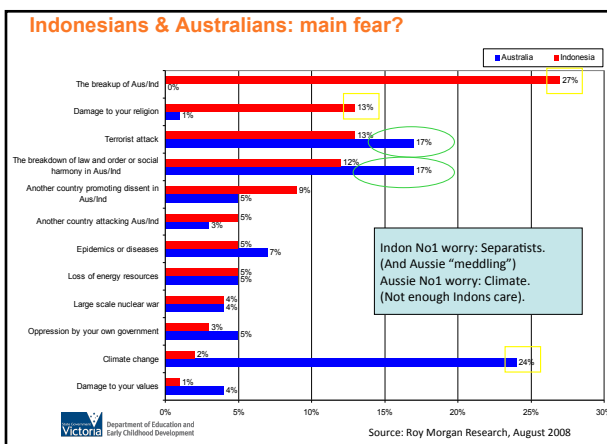
This is a poll taken by Morgan Research about Australians and Indonesians main fears. Australians have a significant concern about climate change whereas the Indonesians worry about the break-up of Indonesia and external meddling in Indonesian affairs. Given the recent events in Indonesia [the execution of death row prisoners, Andrew Chan and Myuran Sukamaran], I wonder if Indonesia's view of Australia has changed.

The issue I am raising here is that we have to ask some questions about why there are such substantial differences and whether our young people understand why those differences might exist. Are there reasons for them and what do we

need to understand to build our, obviously very important, relationship?

We tackle this through global / multicultural citizenship which is an overarching view that global is an external, and multicultural is an internal approach. It would not have mattered how many government changes we have had in Victoria, the importance of multiculturalism has been solidly bipartisan and remains so.
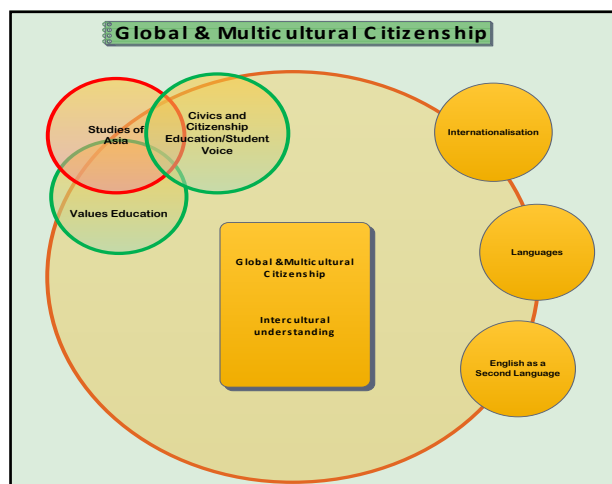
Our education system has pursued the concept of global and multicultural citizenship cogently over the years, based on a range of things:

The top left hand corner [refer to slide above - 'Global & Multicultural Citizenship'] is what we do in the curriculum. We do things around studies of Asia, values education and some civics and citizenship. There would be some questions about how much we do, and whether students learn those things is quite another question but at least the curriculum acknowledges it. On the right hand side is internationalisation, a global outlook, Languages, English as a second language and that leads to an intercultural capability for students and hopefully an outwardly-looking mindset. That is the vision for education of our young people we have had for some time.

Whether that results in our young people having the sorts of capabilities they will need when they leave school and whether we can measure levels of acceptance and intercultural capabilities is quite another matter. The VCAA is currently working with stakeholders on making these capabilities more explicit and grounded in our curriculum.

We have been talking internationalising education, with an emphasis on Asia. While Asia and its diversity is critical, internationalising is broader and really is about us interacting with the

Whether that results in our young people having the sorts of capabilities they will need when they leave school and whether we can measure levels of acceptance and intercultural capabilities is quite another matter

world and our young people having a global outlook.

People ask how could our students possibly have a strong engagement with a student in Indonesia as they are so culturally diverse, separate, with a view that there is somehow a set of differences that make engagement impossible. I argue our students have so much in common with students from other places. A student in Benalla has everything in common with a student in Richmond because they all have similar challenges, in their own context.

They are all equally struggling with their own sense of identity and in the education business that is exactly what we are dealing with. We are dealing with the individual as they grow up, they come to understand family, local community, and they formulate national, regional and ultimately global perspectives. Educators are certainly in the identity business.

Every child / student is dealing with their identity which is why social media is so powerful for young people because they understand that they are talking to people who are dealing with exactly the same issues as themselves. They all know that they are connected and they have a collective responsibility, to be more tolerant and accepting than us in order to make our world better. Whether they act on it is quite another matter. They see that what we do in our corner of the world has an impact on another corner. They understand that they are all facing this new world, they are aware that jobs are changing dramatically (jobs collapse and new ones generate in shorter time periods, even five years) and that sustaining a career is difficult.

My argument, which I think is widely accepted, is that there is more in common arising from globalisation than there are differences and that we tend to play up the differences far too much.

Therefore, schools are helping students develop identity, to be more outward-looking, confident and to build their intercultural capabilities. This will continue to grow public confidence in schools because parents, and the community as a whole, want to see their students being successful and outward-looking.

We have delved into the big picture of where we are heading in terms of knowledge and needs assessment for our students. Let's review the data about the 'most spoken languages around the world'.

In the following slide, there is a comparison between English- and Chinese- speaking countries.

(information from UN)
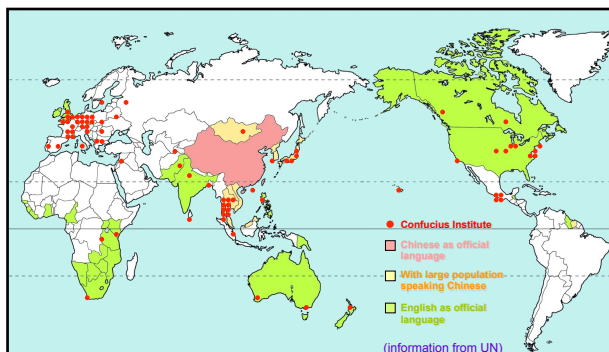
The next slide depicts 'the most spoken Languages around the world', the numbers do not matter as these numbers change quickly, but the quantum is about the same.

(Ostler, 2005)
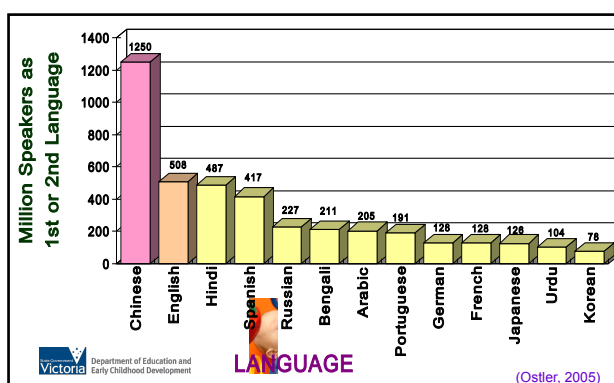
Many people will say that everyone is learning English, therefore when you have English as your language you do not need to worry about learning a second. In fact, it is the opposite; it is precisely because everyone IS learning English that we do need to worry! This mindset is a huge challenge for us in Australia.

Monolinguals are losing any comparative advantage. If citizens of China, India and Brazil, (the big emerging economies), are learning English, there is no need for them to rely on us for English. Yet, we must have the skills to engage and English skills are not a premium anymore unless we have complementary skills as well.

I said earlier that *death of distance* has not occurred because we still have an extraordinary hubris here in Australia. David Graddol writes about this and he publishes an update every five years on the state of English. He is English, does a lot of work for the British Council and tries to explain that there is something happening here that we are not strictly getting. Sure you have English, but what else can you do?

So, let's consider the curriculum and the place of languages. When Language teachers say, I need more time to be able to engage my students and for them to be successful in their language – do we know that? Yes, we do know that!

The problem is everybody says we cannot crowd the curriculum. The facts of the matter are that the top learning nations have all substantially

given space in the curriculum to L2 (a second language). People say, what about English? What about Maths? The evidence is fairly clear that you actually improve English by having the second Language – which all languages teachers know - and the cognitive challenges in learning a language have spread across to all learning.

Why learn Languages?

The bottom line is that multilingualism, not monolingualism, is the norm. Even in Australia, we appreciate that so many of our students are speaking another language at home and we have not used this to our advantage. Language skills are complementary to other skills. It is not good enough to only be good at economics or only good at a language, we must combine them by using the language to be able to work in a discipline. They are not in competition, they go together.

Unique insights and perspectives on the way in which Language functions

Looking at the language functions in French or Chinese or whatever and the learning of English is an immersion activity for students, immediately helps them in their L1. L2 Language learners have another language system in comparison with L1. Metacognition, that is your ability to learn or understand how you learn – intellectual and analytical capabilities give you different ways of making meaning and enhance intercultural capability. Some people say the fastest way to intercultural capability is to learn another's language, because it is so direct.

Unique opportunities for employment and career direction
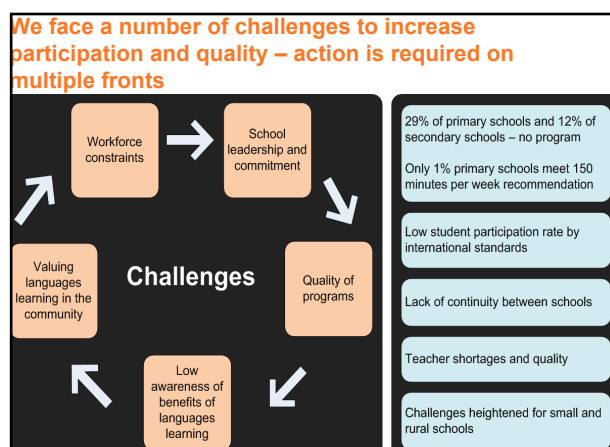
I feel that we have got it wrong in trying to argue the place of languages. The educational benefits should be front and centre and the social and economic benefits secondary. There is potential for career and opportunities for those with L2 but these are by products of the learning benefits of studying L2.

There are some challenges in languages: workforce constraints, school leadership commitment, valuing languages in the community,

quality of programs, low awareness of the benefits – those problems do all exist.

Statistically, only 1% of primary schools meet the 150 minutes per week recommendation and this often may be just a cultural chat resulting in a wasted opportunity to learn a language when students are young. This is not necessarily an insurmountable problem, because whilst research shows that starting to learn a language from a young age is clearly the ideal, (as with everything else such as mathematics, starting young is always the preference), you can be successful when you enter a language later. Success at this point would depend upon being immersed in the language, sufficient time allocated to learning it as well as the quality of the learning.

Success in learning a language when starting young also has hurdles such as teacher shortages and lack of continuity between schools. If I asked you to put up your hand now and if you are confident that a child can move languages between Primary and Secondary, we might say, we don't think so. This is not ideal.

Excellent Language Programs

Excellent language programs

- L2 is valued
- Sufficient time is allocated
- Highly skilled teachers
- Chosen language is valued
- L2 explicit links to mainstream curriculum (learning OF and THROUGH L2)
- L2 develops understanding through explicit links to L1
- L2 is compulsory and sustained
- Success is consistently recognised

Department of Education and Early Childhood Development
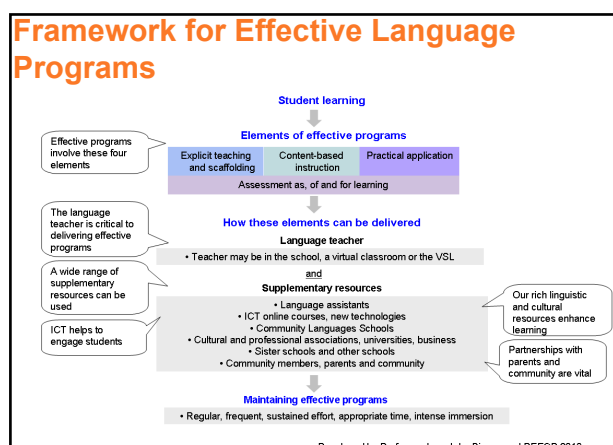
When I was a simple bureaucrat, back in the late 90's, I would have argued for priority languages because you think about the supportive conditions needed to enable a priority to be realised. However, I have to say, that since then I have done a total turnabout on this way of thinking. I now argue that any language is good. All languages are good because of the impact on students' capabilities in general. The last thing we need to do is unpack high quality language programs because we decide to prioritise one language over another.

Is there anybody here who is at a school where a language is being learned through another subject? A few. I know there are a few terrific Italian programs out in the West and there are bilingual schools and so forth.

The top nations across the world do a lot of learning of English through the medium of other subjects. They have great expertise in what it means to learn through another language. This is the sort of learning we need to get better at and there are a lot of projects around to inform this approach.

L2 develops understanding by links to L1. In excellent Language programs, L2 is compulsory and sustained and we consistently recognise learning. We praise student successes along the way.

Below is Joe's [Professor Joseph Lo Bianco's] framework for effective language programs developed with the Department.

Framework for Effective Language Programs

Student learning

Elements of effective programs

Effective programs involve these four elements

| Explicit teaching and scaffolding | Content-based instruction | Practical application |

Assessment as, of and for learning

How these elements can be delivered

The language teacher is critical to delivering effective programs

Language teacher
- Teacher may be in the school, a virtual classroom or the VSL

and

A wide range of supplementary resources can be used

Supplementary resources
- Language assistants
- ICT online courses, new technologies
- Community Languages Schools
- Cultural and professional associations, universities, business
- Sister schools and other schools
- Community members, parents and community

ICT helps to engage students

Our rich linguistic and cultural resources enhance learning

Partnerships with parents and community are vital

Maintaining effective programs
- Regular, frequent, sustained effort, appropriate time, intense immersion

Developed by Professor Joseph Lo Bianco and DEECD 2010

It is a powerful framework on one page. It needs real air-time and discussion.

Essentially, it talks about the things we need to do to get to student learning and what the elements of this are. I want to point out a few of these:

- ICT

- Our rich linguistic and cultural resources

- Partnerships with parents

- Regular, frequent, sustained effort, appropriate time, immersion – there is no other way to learn L2.

The question is, how can you have a blended program built on all of the expertise among the teachers here?

That is the question I am going to talk a little bit about now.

Learning Others' Languages

Learning others' Languages

- Federal government goal of 40% of Australian students undertake L2 to Year 12.(currently 11%, Vic 19%)

- What does evidence tell us about learning another language?

- *intensive sustained instruction time is the key to L2 learning (5+ years for academic proficiency: Jim Cumming).*

- *for example: Proficiency in Chinese 2200 hrs; French 600 hrs. Australia L2 about 500 hrs ; Finland c/f Aust 228/60hrs primary , 398/100hrs secondary per year*

Department of Education and Early Childhood Development

The Federal government has a goal of 40% of Australian students undertaking L2 to Year 12. The actual Federal statistic is currently 11% (Victoria is doing well with 19%). What does the evidence tell us? Jim Cummings is probably the number one researcher in this field and he says that intensive sustained instruction time is needed for 5+ years. He also does not think that entry points are as significant as other researchers might.

Current State

The current state of languages across the nation:
Positioning

- Different stages of development
- Some First Minister engagement
- Asian L2 impetus, but European L2 not ignored
- Economic rationale insufficient
- Across jurisdictions some recent, some imminent, or some with little focus
- Variation about where effort might be focused and degree of mandation at which stages of learning
- Quality depends on supportive conditions

Department of Education and Early Childhood Development

We can be confident that things are happening. Firstly, we have engagement from the Ministers, from Prime Minister(s) to the Premiers and Education Ministers; nearly all are engaged. There is a lot happening with an impetus on Asian Languages, however, European languages have not been ignored. This is evident through the Australian Curriculum with the development of a significant number of individual languages curriculum. The economic rationale is insufficient. However it is not enough to talk about economics; clearly beyond the understanding of early primary students and maybe their parents. There is much activity in the jurisdictions and significant levels of discussion about the degree of mandation - where and at what stages do we have L2 in the curriculum? We know that quality is dependent upon support.

The emphasis on scoped and sequenced languages coming out of ACARA is great news! For the first time we have a curriculum, a common curriculum, that we can work with and use as a base document also allowing new teachers to come in and utilise it. This has also meant we have moved from the generic 'LOTE' to 'languages' recognising they have marked differences and needs in learning them.

We have very good ESA Language Learning Spaces.

Time allocation is being looked at and discussed but not enough, because we are still clouded by the 'crowded curriculum' debate.

There are a lot of things happening nationally and Indigenous Languages are being foregrounded again, which is terrific.

School leaders must be persuaded on the benefits; the evidence of the intercultural and cognitive benefits for student learning. We may have lost a true understanding of the benefits of learning a second language and I think we have had the economic and social reasons in the foreground, when they should be in the background. But at the same time we need to acknowledge that school leaders have significant decisions to make in mounting a serious L2 program and the trade-offs which might need to be made.

We must give equal weight to both background and non-background learners. We have to do much more to build on the language environment of the first language learner.

We need support to balance accountability. If we are going to say it is compulsory and it has a mandated time element, we have to find ways to support schools to do it.

Delivery

I mentioned earlier, ICT and blended learning – the problem with this is, we have no evidence base at all about it. Whilst it is happening all over the place, there are no longitudinal evaluations. This is something the Modern Language Teachers' Association could help to address. We must think about how we can collaborate nationally and how we can get more evidence about what works and how and why it works. Clusters in Victoria are becoming important and what we know about languages is that they are cross-border. There is no reason why languages cannot be across borders and outside schools, but there must be a quality teacher managing and supporting the learning.

We have got the BER science and language centres. Who has got a language centre at their school? Is it being used well? [Yes]. Very good. We have not done, but need to do, an evaluation of these centres so that best practice can be fed back to all schools.

Community Languages – across the nation are very mixed, but in Victoria we are in a very good place.

VET possibilities, across the nation again, not so good, but Victoria, pretty good.

Use of assistants, students and community – don't know but Victoria again, not bad. But we have little evidence of its ultimate value.

There are no national data standards. We have no idea what is happening nationally as there are no standards apart form Year 12 participation data.

Demand from Tertiary, Community and Business

Building demand for languages Melbourne University

A Global Research Powerhouse

Diploma in Languages students enrol in language subjects alongside their degree subjects in an integrated sequence of study:

•awarded on the completion of the degree course
•graduation from the Diploma will only occur once the Degree is completed.

Tertiary education, community and business support for L2 in schools needs to be more substantial and sustained. We do not talk about the demand side at all so there is no demand pull and this is even worse in rural areas. How do we get people to think about why this is important and the use of certification to build demand?

Victoria is the best performing state. We have to sustain ourselves but we still have not improved much and in some senses, just holding on. We are still low, but we are better than everybody else. The Victorian Baccalaureate last year was a very important change as it placed L2 in the centre of extra certification for students doing L2 to year 12. We are working on a Year 10 proficiency certificate and we have bonuses that other states have not got at VCE. South Australia recently changed their senior certificate, reduced their number of subjects, and introduced a new compulsory subject. The impact on L2 might be an unintended consequence of this change. This is because it is the last subject chosen as L2 is the least chosen subject at year 12. So if you make a decision at school level to say have five VCE subjects instead of six, you are creating death for languages. It is really, really important, that senior certification changes do not make it even harder for students to choose L2.

It is fair to say Victoria leads on many fronts and the Vice-Chancellor from Melbourne University says that the single biggest gain out of the Melbourne model is that so many students are doing a diploma of languages. Which is great! Other places are building L2 Diploma into their offering.

If I could Wave a Magic Wand

You have to align (1) student demand and interest, (2) school and community and (3) system. We are disconnected as we do not have all three working together. We have got pockets of champions. We have to bring all of the champions together.

There has to be access and room in the timetable for L2 and L2 has to be compulsory to Year 10 with sufficient time on task. We cannot move to that immediately but you can have the goal and we have got that goal in Victoria. Realising the goal is the trick!

You will love that I argue we need big incentives for L2 teachers wishing to be retained in the system. I think immersion in the language for three months for every language teacher in their country of origin properly done should be a no brainer. This requires bipartisan political leadership.

Use the Victorian School of Languages better. We need to align policy positions so that L2 in schools can be supplemented outside in the VSL. How can you learn Chinese when you need 2,200 hours if you don't have it extended into the VSL?

Certification – let's keep what we have in Victorian certification, six subjects, ATAR bonuses.

Mandatory overseas immersion and study for languages teachers is a key component of my argument.

Languages teachers are doing a terrific job out there. You are important! We have to stay on course, get more students engaged, improve program quality so that every student actually thinks that languages are worthwhile on their own terms. Students actually want to turn up to Indonesian, Period 3, which may be taught through Art.

Thank you very much.

Mr. Christopher Wardlaw
Chair, Victorian Curriculum and Assessment Authority (VCAA)

Mandatory overseas immersion and study for language teachers is a key component of my argument. Languages teachers are doing a terrific job out there. You are important!

MLTAV Conference Report
The State of Quality

The 2015 MLTAV Conference was once again held at Clifton's in Collins Street, Melbourne, on Friday 1 May. Approximately 220 delegates, presenters and exhibitors attended this major Professional Learning event.

All present were grateful for the engaging and insightful talks by the two morning Keynote Speakers, James Merlino, MP, Minster for Education and Deputy Premier, and Mr. Christopher Wardlaw, Chair, Victorian Curriculum and Assessment Authority.

Towards the latter part of Minister Merlino's keynote speech, it was with great pleasure that he took this opportunity to launch the *Languages Testimonials* which have been jointly developed by the Department and the MLTAV.

This exciting new online resource comprises 20 video testimonials – four by principals and teachers and 16 by past students of languages in Victorian schools talking about how learning a language at school has impacted positively on their personal and professional lives.

The *Languages Testimonials*, are now available on the Department's website to promote the benefits of learning a language and target secondary school students, school leaders parents and the wider community. The link to the video testimonials is:

http://fuse.education.vic.gov.au/?WJCF8K

Three of the young people who are featured in the video testimonials were also in attendance at the launch, (Zillah Hansen, Clarissa Belanti and Hashella Kumarawansa). The girls were delighted to meet the Minister and mingle with MLTAV Conference delegates throughout the morning tea break. We were also fortunate to have some representatives from the school video testimonials present.

The Minister concluded his Keynote with a powerful and unambiguous message to everyone present. He said that languages are important to the Labor Government and that they [the Labor Government] will build on Victoria's strong track record as a leader in languages education to ensure that languages are indeed part of a 'great education'.

It was wonderful to once again have Thomas Caldwell, Shorts and Next Gen Programmer, Melbourne International Film Festival (MIFF) in attendance this year, to launch the MIFF 2015 Next Gen program.

Thomas also spoke about the very positive and successful ongoing in-kind sponsorship agreement between MLTAV and MIFF.

The rich Conference program consisted of sessions focusing on the following major theme categories: AusVELS / Australian Curriculum; VCE; Intercultural and Interdisciplinary Language Learning; Content and Language Integrated Learning; Immersion and Bilingual Programs; Assessment and Reporting; Digital Technologies and Blended Learning; Retention of Students; TeachMeet (multiple presenters).
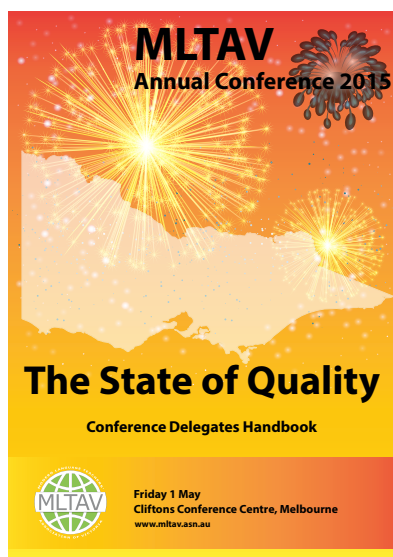
Overall, the delegate post-conference feedback was extremely positive, evident in the survey responses to the question, 'What in your opinion, were the best aspects of the Conference?', including:

- opportunity to meet colleagues from other schools and receive new strategies for beginning teachers
- Learning about games and getting them talking, speaking to people from all over who teach various languages
- the atmosphere, the sessions, the venue
- It was well organised, ran smoothly and on time
- to network and be exposed to so many interesting aspects of language learning
- great venue, wonderful catering, terrific opportunity to network with other passionate and like-minded educators
- I appreciated the variety of session topics on offer on the day. It was hard choosing between the sessions - I would have liked to go to more than one on offer in fact
- the excellent organisation, the opportunity of networking and the quality of the sessions
- meeting other teachers, discussions about teaching content and strategies; having access to very well prepared presenters and their pool of information.

MLTAV has also taken into consideration the responses to the survey question seeking suggestions as to how to improve the Conference in 2016. We value and appreciate the time taken by all attendees who completed the feedback survey. Completion of the survey provided individual delegate session attendance information to inform the development of personalised certificates of participation (120 certificates have been emailed to delegates). Conference presenters have been emailed anonymous feedback about their individual

session/s which they always find of interest and extremely useful in terms of their own professional learning.

Once again, the MLTAV offered delegates a handbook as a useful resource. According to post-conference feedback it also rated *extremely positively* in the feedback responses.

Many thanks to everyone involved in the planning, organisation, facilitation and running of this Conference. This significant and unified effort is imperative to the fruitfulness and success of this major, MLTAV-hosted, annual professional learning event for Languages professionals throughout Victoria.

MLTAV Conference Session Samples

Conference session notes and handouts are now available for download from the MLTAV website, **www.mltav.asn.au**, from the Professional Learning / Conferences - Workshops Section via the Main Navigation area on the homepage.

We have selected a few of the session notes / handouts to showcase in this edition of Languages Victoria.

VCE Languages School Assessed Coursework and the Audit Process

by Gabriella Bertolissi, VCAA
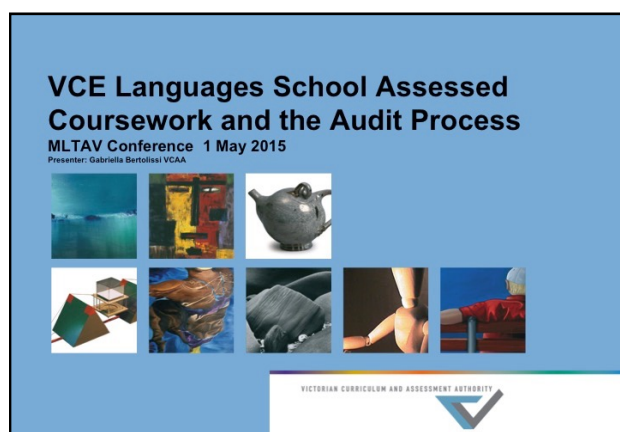
School Assessed Coursework

- VCAA Auditing Process for Units 3 & 4 in 2015
- Developing quality tasks
- Detailed study topics for Unit 4
- Where to look for guidance - tips

Study Design - themes, topics and sub-topics

The *Themes, topics, sub-topics* form the subject of activities and tasks.

The individual SL Self and others FL	The LOTE-speaking communities Tradition and change in the LOTE-speaking communities	The changing world Global issues

Study Design: Coursework

Coursework for each Unit is explained in two sections:

'*Units 1-4 Common areas of study*' and '*Outcomes*'

The '*Key knowledge and skills*' indicated are those considered necessary for a student to produce a satisfactory 'Outcome'

VCE Languages School Assessed Coursework and the Audit Process
MLTAV Conference 1 May 2015
Presenter: Gabriella Bertolissi VCAA

Coursework: Units 1-4 in detail

Unit sub-headings:
- Areas of study
- Outcomes –   indication of the number required to demonstrate achievement
- Outcomes in detail - indication of Key knowledge and skills student must demonstrate to achieve the outcome
- Assessment – '*..based on the teacher's assessment of the student's overall performance on the assessment tasks*'

Coursework: Units 1-4 in detail

'The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. (These) do not constitute a checklist…'

'Assessment tasks…must be completed in class and under supervision'

Italian Study Design p.18

Coursework: Units 1 and 2

School-based Assessment S or N

Outcome 1   speaking or writing

Outcome 2   listening
                         reading
Outcome 3   speaking or writing

If Outcome 1 is 'speaking' then Outcome 3 must be 'writing'

Coursework: Units 3 and 4

• Graded assessment by teachers

• VCE LOTE Assessment Handbook 2005-2015

   http://www.vcaa.vic.edu.au/vce/studies/lote/lotesl-handbook.doc
   Contains assessment advice for both school-assessed coursework and the examination

• ALL assessment tasks (Outcomes) must be answered in the Language (NOT English)

• ALL Outcomes must be completed in class and supervised

VCAA Auditing Process for Units 3 & 4 in 2015

SAC Audit is a 4 Stage process
   • Stage 1   Unit 3 online survey
   • Stage 2   Unit 3 submission of tasks, student
                    work, marking schemes
   • Stage 3   Unit 4 online survey
   • Stage 4   Unit 4 submission of tasks, student
                    work, marking schemes

VCAA 2015 SAC auditing process

• to support teachers with Quality Assurance processes in relation to implementing VCE study designs, in particular, setting and assessing School-assessed Coursework.

• to ensure that no students are disadvantaged

• to allow students to have the opportunity to demonstrate the highest level of performance.

School Assessed Coursework

Use mandated documents:

• The VCE Study design

• VCAA Assessment Handbook (provides further guidance in setting and marking tasks)

School - Assessed Coursework audits ensure:

• The type of task, prescribed for each outcome in the Study Design, is clearly indicated to students
• The correct number of tasks have been set for each outcome
• Task design – clear instructions have been given to students and meet the Assessment requirements
• Outcome Key knowledge and key skills have been addressed and pitched to not under- or over-assess

Developing Quality Tasks
Task design – Do SAC tasks:

• Contain clear instructions, such as
   Clearly describe what students are expected to do
   An indication of expected time and/or length of the task
   A breakdown of mark allocation
• Depth of tasks correspond to the key skills
• Contain question/s that provide students with the opportunity to achieve the highest level of performance and a spread of results.
   (i.e. include a variety of questions where appropriate)

Developing Quality Tasks
Task conditions – the SAC should:

- Be completed in class to enable authentication under teacher supervision

- Be able to be completed within the nominated time frame (refer to the Assessment Handbook)

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Developing Quality Tasks
Assessment details- Does the marking scheme:

- Inform students on the basis of which they will be assessed

- Relate to the assessment task

- Clearly identify marks allocated to each part of the task

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Resources - LOTE Assessment Handbook

The Assessment Handbook provides the following information:

Section 1: Assessment procedures

Section 2: Languages Other Than English Assessment Advice and support materials

Outlines the process of designing an assessment task and provides performance descriptors that may be used

http://www.vcaa.vic.edu.au/vce/studies/lote/lotesl-handbook.doc

http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/chinese2nd/chin2ndindex.aspx

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Setting of Unit 1-4 writing tasks

Tasks should:
- align to the sub-topic
- be brief and concise
- clearly indicate the purpose of the text
- indicate the audience, context, text type and kind of writing
- start with a verb e.g. Write ....

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Setting of Unit 1-4 tasks

Use your Study design to:
- know which **text types** your students will need to be familiar with and produce for the end of year examination
- understand the different **Kinds of writing** your students will need to practise
- see what **Grammar** and **Vocabulary** is prescribed

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Unit 4 Outcome 2

SL
Respond critically to spoken and written texts which reflect aspects of the language and culture of the (language)-speaking communities

a) A 250-300 word informative, persuasive or evaluative written response for example, report, comparison or review AND

b) A three- to four-minute interview on an **issue** related to the texts studied

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Find help when you need it!

VCAA website
http://www.vcaa.vic.edu.au/vce/index.html

VCAA Languages Program Managers
   Gabriella Bertolissi
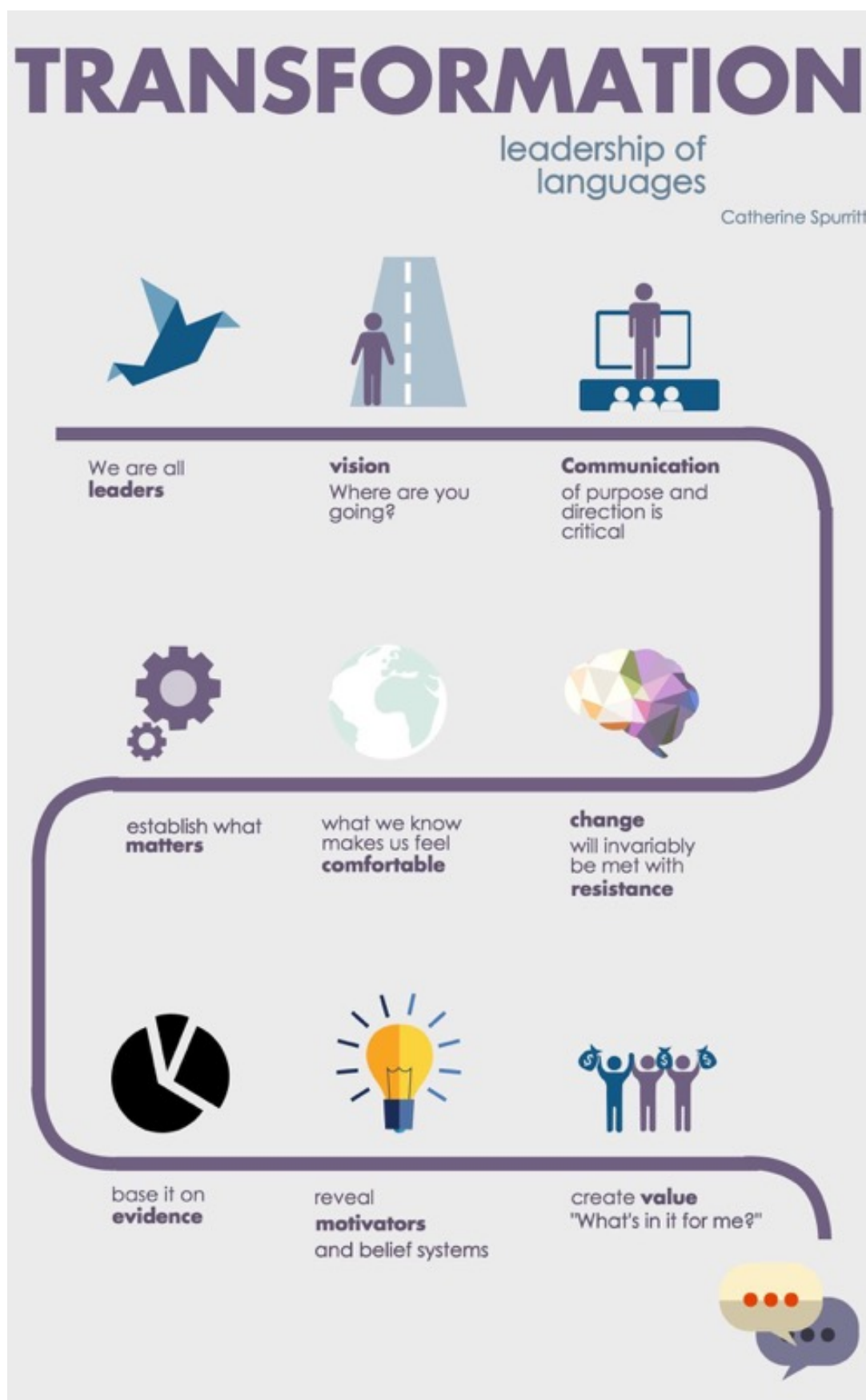bertolissi.gabriella.r@edumail.vic.gov.au

   Maria Dikaiou
dikaiou.maria.m@edumail.vic.gov.au

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Transformation Leadership of Languages

by Catherine Spurritt, Avila College

Appy Days in the Languages Classroom

by Joyce Tabone, Aitken College

- A free app that allows students to quickly and easily create animations using text, images and sound.
- Students upload images and then narrate

30Hands Animation

30Hands

Using Ipad Apps in the Languages Classroom

- A free app that allows students create speaking avatars.
- Can be used to practice speaking or for speaking assessment tasks

Year 7 Beginning Indonesian Sample

Tellagami

- Engaging
- Fun
- Students become creators, they create movies, animated role plays, avatars, posters, comic books etc quite easily and quickly, using text and narration
- Encourages students to speak in Indonesian
- Teachers can use apps to create a variety of language games incorporate audio, text, images and video
- Eliminated many classroom behavioural issues and students enjoy learning Indonesian

Why use ipad apps?

- Students can easily add photos, images and text to create professional looking comic books on any topic.

ComicBook!

- Create quizzes, including multiple choice and short answer that consolidate learning
- Able to add images to your quizzes

Kahoot

- Create up to 6 personalised dice
- Can be used as a conversation starter
- To learn and reinforce any topic
- Fun and engaging way to learn about adjectives, comparatives

Make Dice Lite

- Create QR code worksheets
- Students scan codes, and match the English/Indonesian translation

Pakaian QR Code

Qrafter

- Students can create posters easily, incorporating images and text
- Images can be edited
- Students can add backgrounds and stickers to make their posters visually appealing

Pic Collage

- Students create ebooks that can include images, text, audio and video.

Book Creator

- A simple way of selecting students to answer questions
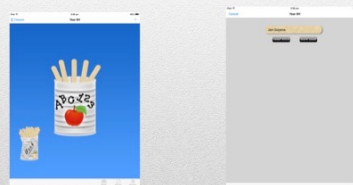
Stick Pick

- Teachers can create audio and image based games

Tiny Tap

- One of my most used apps
- Create mixed sentences or stories
- Create mix and match cards
- No more photocopying, laminating and spending endless hours creating flashcard type cards and sentence or story building activities

Move & Match

Move & Match

- A cute way of keeping students on task

Best Sand Timer

Bitsboard

- What I consider to be one of the best apps in a languages classroom
- Create flashcards that incorporate audio, text and images
- Allows students to play games such as word match, memory, true and false
- Flashcards on steroids

Bitsboard

bermain tenis meja

membaca majalah

bermain bola basket
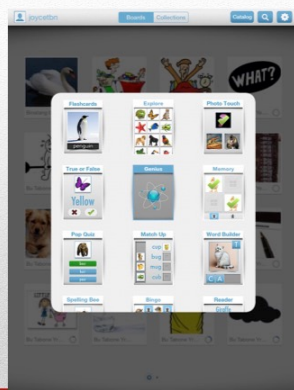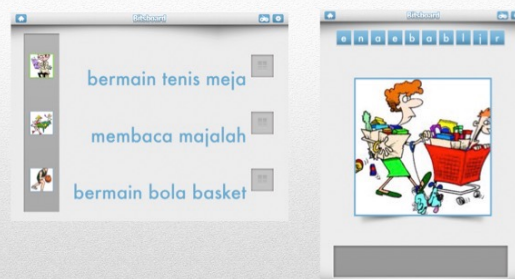
Up In Pieces

- Take any image and turn it into a jigsaw puzzle
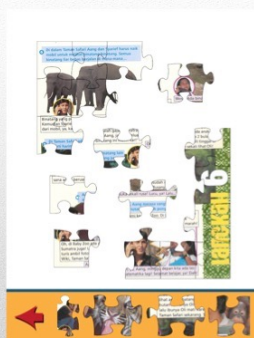
Memrise and Duolingo

- Applications that allow students to play memory games to learn words in the target language

www.teachinglotewithipads.wordpress.com

Please Email me:

- jtabone@aitkencollege.edu.au

REMEMBER: ALL available session notes / handouts are now available for download from the MLTAV website, www.mltav.asn.au, from the Professional Learning / Conferences - Workshops Section via the Main Navigation area on the homepage.

Major Conference Sponsor

MLTAV would like to acknowledge and thank this year's Major Conference Sponsor, **Global Student Tours**.

Global Student Tours continues to be a valued supporter and major conference sponsor of the MLTAV. We encourage our members to take the time to look at the **Global Student Tours** website: **www.global-tours.com.au**

MIFF 2015 Next Gen Program

2015 Melbourne International Film Festival
30 July - 16 August 2015

LOOKING FOR EXCURSION OPTIONS FOR YOUR LANGUAGES STUDENTS IN 2015?
WE HAVE AN EXCELLENT RECOMMENDATION!

The MLTAV is pleased to once again support the MIFF Next Gen Program in 2015 through an in-kind sponsorship. This agreement benefits MLTAV school members through **reduced ticket prices for their students** as well as free entry for one teacher per ten students! In addition to reduced ticket prices for their student group, MIFF also provides Study Guides for approximately eight of the films screened as part of the Next Gen program. The launch of the 2015 Next Gen program, along with a peek into the films, took place at the MLTAV Annual Conference on Friday 1 May.

We encourage our school members to take advantage of this special member discount by securing their SCHOOL BOOKING NOW via the MIFF Website

miff.com.au/nextgen/program

MELBOURNE INTERNATIONAL FILM FESTIVAL
30 JULY – 16 AUGUST 2015
NextGen

Join us for a program of diverse and engaging cinema for students.

NEXT GEN SPECIAL EVENT

Film and Gallery Viewing

Famiglia e amore: Italian screen culture and visual arts

Presented by MIFF Next Gen and NGV Education.

Explore Italian visual culture and stories of love, family and relationships, with a screening of *Me Romantic Romani* and gallery viewing, featuring a discussion of historical and contemporary art in the NGV Collection.

9.45am or 10.45am, Thursday 6 August

NGV International, 180 St Kilda Road, Melbourne

$16; includes film screening and gallery viewing.

ngv
National
Gallery of
Victoria

Next Gen is proudly supported by

MLTAV
www.mltav.asn.au

BOOKINGS: **miff.com.au/nextgen**

Booking support (ATOM) – 03 9525 5302 | Program enquiries (MIFF) – 03 8660 4888

MELBOURNE INTERNATIONAL FILM FESTIVAL
30 JULY – 16 AUGUST 2015
NextGen>

Join us for a program of diverse and engaging cinema for students.
Book now! A selection of the program below.

Junior Secondary +

Gayby Baby   **English**, 85 mins

As marriage equality continues to inspire discussion around the world, this Australian documentary looks at the reality – not the rhetoric – of same-sex parenting.

Monday 3 August, 1.30pm ACMI | Wednesday 5 August, 11am ACMI

Me Romantic Romani   **Italian, Romani**, 77 mins

A sweetly told coming-of-age story, this is a timeless tale of young love, rebellion, culture clash and the need to let children trace their own path in life.

Tuesday 4 August, 11am ACMI | Wednesday 12 August, 11am ACMI
Special Event: Thursday 6 August 9.45am or 10.45am NGV*

Middle Secondary +

The Spiderwebhouse   **German**, 90 mins

Based on a true story, *The Spiderwebhouse* is a challenging contemporary fairytale, blurring the line between reality and childhood fantasy.

Thursday 23 July, 1pm The Forum (German Day Out)
Friday 31 July, 11am ACMI | Monday 3 August, 11am ACMI

Mateo   **Spanish**, 86 mins

A tale of the choice between right and wrong, *Mateo* offers an impassioned message about the importance of community and the power of art.

Friday 7 August, 11am ACMI | Tuesday 11 August, 11am ACMI

SPECIAL EVENTS

Talking Pictures: Watch and Learn
Gayby Baby: **The Kids Are All Right**
Filmmaker Maya Newell and a panel of special guests draw upon personal experiences and research to discuss what family means to young people.

1.30pm, Wed 5 Aug   FREE EVENT
The Cube at ACMI
Bookings are necessary to guarantee a place.

*Film and Gallery Viewing
Famiglia e amore*: Italian screen culture and visual arts
Presented by MIFF Next Gen and NGV Education. Explore Italian visual culture and stories of love, family and relationships, with a screening of *Me Romantic Romani* and gallery viewing, featuring a discussion of historical and contemporary art in the NGV Collection.

9.45am or 10.45am, Thursday 6 Aug
NGV International, Clemenger BBDO Auditorium
$16; includes film screening and gallery viewing.
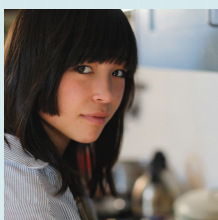
ngv
National Gallery of Victoria

WHERE
ACMI Cinemas, Australian Centre for the Moving Image
Federation Square, Melbourne
NGV International, 180 St Kilda Road, Melbourne

FREE ATOM STUDY GUIDES
Australian Teachers of Media (ATOM) will provide free study guides for Next Gen films.

BOOKINGS
metromagazine.com.au/nextgen
Booking support (ATOM) – 03 9525 5302
Program enquiries (MIFF) – 03 8660 4888

miff.com.au/nextgen

Next Gen is proudly supported by

MLTAV
www.mltav.asn.au

FREE ATOM STUDY GUIDES AVAILABLE

MLTAV Languages TeachMeet

MLTAV is pleased to advise that its next *Languages TeachMeet* event is scheduled for Thursday 13 August, 2015 at Suzanne Cory High School in Werribee. We hope this location will make it more easily accessible for our members in the South Western, Western Regions to participate!

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: Thursday 13 August 2015

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

VENUE: Suzanne Cory High School, 225 Hoppers Ln, Werribee

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://goo.gl/8YtGlG*

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

NGV / MLTAV PL - 14 August 2015

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 on 19 August, at NGV. **Book now to avoid disappointment!**

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 **3.00pm - 5.00pm on Friday 14 August**.

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 resources and content session will include an illustrated preview of the Masterpieces from the Hermitage: The Legacy of Catherine the Great exhibition as well as an introduction to the new MLTAV / NGV Collaboration whereby volunteer retired or part-time, experienced teachers of Languages will act in the capacity of '*Language Support Educators*' at the NGV
- following the PL session you are welcome to a UNIQUE private viewing (outside of public access hours) of the Masterpieces from the Hermitage exhibition (**5pm - 6pm**)

All this is inclusive in the one registration fee of ONLY $80.00!

Do not miss this wonderful and very affordable multi-faceted Professional Learning and Gallery Exhibition opportunity! A certificate of participation crediting this PL time, will be emailed to all attendees following the event.

BOOK NOW! All registrations are online via the link:
http://mltav.asn.au/conf/NGV_14_August

VENUE
The National Gallery of Victoria
180 St. Kilda Road, Melbourne
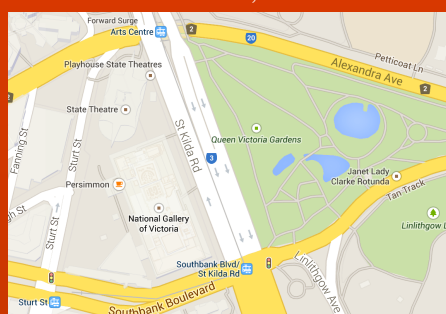
Cost to attend
$80.00

FRIDAY
14 August 2015

PL OPPORTUNITY

MLTAV Australian Curriculum PL event

Venue

Graduate House

220 Leicester Street, Carlton

Cost

The cost to participate in this project will be:
MLTAV Member $160 inc. GST
Non-Member $230 inc. GST
BOOK NOW
places are limited!
This includes workshop participation, all resources and materials and participation in an online webinar at the conclusion of the project.

Registration

Registrations are online via the MLTAV website
www.mltav.asn.au under the 'What's New' section on the homepage

Registrations close
7 August 2015

If you have any enquiries regarding this project, please contact Kerry O'Connor, Office Manager, MLTAV
info@mltav.asn.au

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  - An opportunity to work with colleagues on planning classroom activities based on the Australian Curriculum for your Language

- Trialling the classroom activities with your students

- Collaboration with other project participants via an online space

- Participation in a Webinar planned for Term 4 2015 (4 – 6pm, date to be confirmed) where you will have the opportunity to share experiences, ideas and findings from your trial implementation of the classroom activities

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Embracing Bilingualism and its Unique Challenges

by Lindiann Onasanya

Author

Lindiann Onasanya is a language teacher and writer who has a keen interest in the life and language practice of bilingual speakers. Being bilingual herself and sharing similar experiences with other bilingual speakers, this Masters' level assignment gave Lindiann the opportunity to interview two bilingual speakers and learn about their bilingual practices and development from childhood to adulthood (a learning experience that was both worthwhile and intriguing). Lindiann hopes to continue expanding her knowledge by gathering new information about bilingual speakers, as it aids her development and teaching strategies as an educator and makes the learning for her language students a positive one.

Introduction

Situations where a person chooses to speak a particular language can be linked to childhood experiences, as well as challenging situations as an adult that may make the speaker uncomfortable speaking their first or second language. This article focuses on two bilingual speakers, Carol and Tunde who are from different cultural backgrounds. The two were interviewed as a means of gaining an understanding of language development and language choices of bilingual speakers. Various dimensions of bilingualism will be identified to inform the reader on some of the processes of becoming a bilingual speaker.

Review

Bilingualism is not a term that can be easily defined in one specified statement. Definitions that try to underpin the essence of bilingualism may vary according to the scholar. According to Baker (2011) a person can be bilingual but may be limited in the use of one language ability in one language as opposed to the other. In some instances a person may be able to speak two languages (mother tongue and second language) but may not be bi-literate (cannot read or write in both languages). Therefore bilingualism can occur in varying degrees. The five dimensions of bilingualism that were first introduced by Baker

(2011) as ability, use, culture, context and instrumental or integrative motivation will be explored from the interviews that were conducted.

Carol

The first interviewee was Carol, an Anglo-Indian woman who has been living in Australia for three years and is employed in a prestigious bank as a manager. Carol grew up in Tamil Nadu, India simultaneously speaking both English and Tamil as a child. Although her acquisition of both languages was simultaneous and the official state language was Tamil, she referred to Tamil as her second language. According to Carol, since her family was Anglo-Indian, English was the only acceptable language to be spoken at home while Tamil was forbidden.

English was introduced to India with the dawn of the colonial era, and Lord Macaulay (1835 as cited in Bhatia and Ritchie, 2006) states that the English Raj was expected to create a class of persons, Indian in blood but English in taste, opinions, moral and intellect. Thus stemmed the generational thinking that was handed down to Carol and her ancestors. Carol was raised to believe that she was more British (white) than Indian from the light colour of her skin to the clothes she wore, the food she ate and the standard form of English that she spoke.

Tunde

The second interviewee was a successful Nigerian doctor named Tunde who has been living and practising his profession in Australia for six years. Tunde, like Carol, acquired English and Yoruba (his mother tongue), simultaneously. Speaking Yoruba means that Tunde is originally from the western part of Nigeria. In Nigeria, although English is the official language, each state has its regional language that is accepted in society. The presence of English and its power in the West African nation meant that "all children [would] be educated in English because this language policy [was] a legacy of the country's colonial heritage" (Romaine, 2006, p. 389). Tunde mentioned that even after Nigeria gained its independence from Britain, English was not only an official language but it was already established as the language of the elite. Conklin & Lourie (as cited in Smith, 1999) established that "social identity is tied to language, actual linguistic forms become 'good' or 'bad' language according to the social standing of the individuals and groups who use them" (p. 275).

Ability

Although Yoruba was the main language spoken at home, Tunde's parents always encouraged him to speak English with his older siblings who were able to support his interaction in "scaffolding language development" (Gregory and Williams, as citied in Obied, 2009, p. 711). In Tunde's situation, in the early stages of his life he spoke

two languages but Yoruba was his vernacular. As he grew older however, English became his dominant language due to his being exposed to a sound education at a private school. At school, Tunde learnt and developed his oracy (listening and speaking) and literacy (reading and writing) skills in the standard forms of English and Yoruba. As a young boy he was not a balanced bilingual as was explained by (Baker 2011) a person who functions highly at the same level in their first and second languages.

As Carol was not allowed to speak Tamil at home she was not allowed to learn the language at school. Although her parents made an effort for her to not speak Tamil, socialising with her peers at school who all spoke Tamil helped Carol in the development of her oracy skills in the language. Her drive to speak the 'forbidden' language was nurtured by the close relationship she had with other speakers of Tamil. Unlike Tunde who was taught the standard form of his native language in the classroom at school, Carol was not able to gain such knowledge of Tamil, which she regrets to this day. Carol explained that if she heard the Classic Tamil language that was originally spoken by kings and now used by scholars, she would not be able to understand it. Meisel (2006) states that a person can use two languages but not necessarily be equally at ease using it in various contexts. This means that Carol can use and understand the informal or non-standard form of Tamil but not the standard form of the language used by educated people.

When both speakers were asked if they would like their children to be bilingual they both answered in the affirmative. Both bilingual speakers wanted their children to learn the language of their people because it would help them to know their identity. For Carol her identity is part-Tamil (the language she wants her children to speak) and mainly Anglo-Indian. Tunde philosophically stated, "A group of people who have no heritage, who have no root will be lost in history." The mindset of the two interviewees displayed that the language of their tribe is 'a badge of loyalty' that must be passed on to the next generation (Baker 2011, p. 81).

Use

In reference to use, Smith (1999, p.270) stated "children by age seven are able to discern and interpret the role and status of English in their school environment to a very sophisticated degree" (p.270). This influenced the intelligence of Carol and Tunde from a very young age. Carol understood that when communicating with her teachers, English was the only language to be used, but when talking to her peers she was able to comfortably have a dialogue in Tamil. In her neighbourhood Tamil was the language of

communication but with her parents, she and the neighbours understood that English was the only form to use if a successful conversation was to take place. Carol's parents understood Tamil but they refused to use it since it would be against the language standard of the family. Her parents' outlook on Tamil was that it was a language only to be spoken by non Anglo-Indians.

Australia, although a multicultural country with speakers who speak languages other than English, is considered a monolingual nation because English is the only official language (Romaine 2006). Living in Australia, Tunde barely has the opportunity to speak his mother tongue as there are very few speakers of the language in his community. Due to this Tunde mentioned that he struggles to speak five sentences in his native tongue without using English words when speaking to his siblings. He explained that he is beginning to forget some of his Yoruba vocabulary because English is now his dominant language. This linguistic situation can be described as language attrition, which is a loss of grammatical or lexical features of a language as a result of the declining use by the speaker (Schmid, 2011).

During his leisure time, Tunde tries to watch Yoruba movies to help keep abreast of his first language oracy abilities abreast. Like Tunde, Carol watches Tamil movies with her husband for the same reason. She explained that in most cases she is able to speak Tamil with people in Australia who are originally from Sri Lanka. East Indians in Australia she elucidated mainly speak Hindi, which she cannot speak well; therefore whenever she is in contact with an Indian person who is not Tamil, she speaks English. Also as an adult Carol uses English more than she uses Tamil. Hence for Carol unlike Tunde, her language use situation has not changed significantly.

When both speakers were asked if they would like their children to be bilingual they both answered in the affirmative

Culture

When Tunde was asked if learning English has made him aware of the English culture he rebutted the question and stated that English only speakers especially in Australia do not have a culture but a "system", an opinion that Carol also shared. He continued to support his point by establishing that the basic English system is all about economics and is lacking in regard to 'the teachings of the way of life'. He described Australian society as individualistic where many focus on their own needs and children grow up disrespecting elders calling them by their first name and using strong language, a habit that is considered an abomination by his countrymen. In Nigeria, a younger person will bow before their elder when meeting and their language will be very respectful. Whereas in his opinion, in Australia, young people only greet you if they are in a good mood and if they do not greet you it is

overlooked and accepted. This action by young people for Tunde shows disregard for authority figures.

Conklin & Lourie (as cited in Smith, 2006) say "language functions not only to communicate social information but also to define and maintain social roles" (p. 275). Being a part of the upper middle class society, Tunde noticed that whenever one of his fellow Australian contemporaries is offended they are still able to speak in a mild civilised tone and would sometimes respond to the culprit with a smile - a habit that Tunde describes as hypocritical. He stated that this polite speech is pretentious and frustrating for him to experience because he appreciates honest people who are able to share their disapproval, a habit that is often displayed by his native fellowmen.

A positive feature in the Australian culture for Tunde however, is that it promotes equality among men, for example a labourer and a rich man are both able to get a loan and own a house. This is very uncommon in Nigeria where people of the lower socioeconomic class cannot raise the necessary funds needed to send their children to reputable schools, much less own a house. Although Tunde does not think that first speakers of English have a culture, he does consider himself to be bi-cultural. Tunde's belief of the English language speaker having no culture stems from his experience that westerners acted 'cultureless' treating him (the migrant) as if his way of life was old-fashioned in need of being updated. Said (1977, p.18) implied that Anglo-Saxons mainly viewed the other (that is non-whites) as an exotic being with a background (culture) that had to be examined and developed to reflect the European way of life. Tunde, though unwilling to adopt the total lifestyle of the westerner, rationalised by saying that he is able to take the good things from the "white man's" culture and incorporate it with the good of his native culture. Tunde's use of the phrase 'white man' was used a few times during the interview to refer to the colonial master. 'White man' is used to refer to a group of people who imposed their way of life on a people who did not need to know another mans way of life, in his opinion.

Carol does not think that speaking English has made her more aware of the culture of English speakers because she was raised to believe that she is English due to her British ancestry. Hence, being Anglo-Indian made it easier for her to embrace the British culture unlike the Tamils who were not as broadminded and took more time to accept another culture. Carol, though she was given the chance to learn Hindi at school (instead of Tamil) said she was not of the culture since she did not live in a state where the majority spoke Hindi to exam their cultural ways. In India, Carol never wore Indian clothes she only wore western clothing, a rule set by her parents. Being in Australia and feeling nostalgic, she wears Indian clothing since she believes it is part of her identity. Like Tunde's language, in Tamil there are lexical features of the language that Carol will use when speaking to older people or persons in authority as a sign of respect, a practice that Australians do not have when speaking English.

Carol considers herself to be bi-cultural since most of her mannerisms are like those of the English but she is also Tamil because she is able to speak the language well and she knows the culture of the people. Being a bilingual has not changed Carol's viewpoint on life. In the Australian public, Carol avoids speaking Tamil because from her observations, she has noticed the disgusting looks an Indian person would get when they board a train. Therefore she has always been hesitant to speak in public to avoid the negative looks and attitudes from white Australians who would be able to link her accent to India. For Carol, her white skin colour is a great disguise to fit in with the crowd once she does not speak. Tunde appreciates being able to speak his mother tongue in public therefore he does not care about being frowned upon when others hear him speak a foreign language. He realised that as a black man most people think that he can't speak English which he has always resented. Tunde also thinks that he is treated differently when white Australians notice that he is capable of speaking English. The curiosity of Australians led them to ask presumptuous questions trying to find out his country of origin and how he speaks English well. In most cases Australians believe that Tunde speaks English well after learning it here in Australia after a short period of time. Carol too, has experienced the same response whenever she comes in contact with Australians, a habit that she describes makes her feel that she does not belong even though she will soon become an Australian citizen as she is always made to feel like an outsider. Tunde in most cases is always considered to be a refugee, another label that he considers is rudely placed on him because of the colour of his skin. Said (1977, p. 209) stated that being a white man ruled, a generalisation which represented Carol's reality of fitting in, though only by appearance. Said (1977) continued that being "White" could be represented through one's behaviour or language. Such a quest for acceptance through linguistic means has not been a success story for both second language interviewees because of their native-like phonological speech sounds. This distinguishing feature tells any first English speaker that Australia is not their native home and / or English is not their first language.

Carol considers herself to be bi-cultural since most of her mannerisms are like those of the English but she is also Tamil because she is able to speak the language well and she knows the culture of the people

Context leading to rationale to learn

The context in which both bilinguals used their first and second languages varied. The functions that each language held in the communities of Tunde and Carol can be referred to as diglossia. Romaine (2006, p.393) explained that:

Often each language or variety in a multilingual community serves a specialised function and is used for particular purposes. Many bilingual communities are characterised by diglossia, a term used to refer to a kind of functional specialisation between languages (referred to as high and low) so that the language used within the home and in other personal domains of interaction between community members is different from the one used in higher functions such as government, media, education.

English, the 'high' language was mainly used in Tunde's state for formal situations while Yoruba, the 'low' language was used for most daily activities. Therefore as a child, although Yoruba was the 'low' language, it was used more than English, the 'high', majority language. As it was aforementioned in the above paragraph explaining the dimension of use, a shift has occurred in the context of when Tunde uses his first and second language in Australia. English the 'high' language of society is his dominant language and Yoruba the minority language of the society is spoken less. For Carol, coming from a multilingual country where she acquired two languages and learnt the other at school she was exposed to a triglossic community. Tamil the 'low level' language in India and in Australia has changed for her over time entering a new role in her adult life, becoming a language of her home.

English has always managed to maintain its power because it has held dominance in elements that would lead society in the areas of the military (in the earlier century), politics, science, money, culture and now technology (Crystal, 2014). Tunde understood from a young age that most of the leading economies in the world are English-based. English for Tunde was a must as he stated, if he he wanted to be part of the elite and become educated he had to learn and comprehend the language well. Tunde's learning of English was instrumental. His parents sent him to a private school to ensure that his place in society as a successful career man and speaker of Standard English would be secure, a goal that has been achieved and is evident in his life today. Tunde's modern and successful life would not have been possible if he only spoke Yoruba.

Similarly to Tunde, Carol believes that English as her first language has created opportunities for her outside of her home. She is able to travel to English-based countries and establish a better lifestyle for her family. Had she been living in India and learnt how to read and write Tamil, Carol believed that she would have been able to obtain a government job that might have influenced her to stay in the country and build her career. Carol's acquisition of Tamil was integrative, as she was able to learn the language for discussion with her peers without it affecting her first language development. Her justification for learning her third language Hindi was only because of her parents who believed that they would be able to help her with her homework, a task that was mainly done by her mother who had good literacy skills in the language but not oracy skills. Therefore Carol's purpose of learning Hindi with the guidance of her parents was instrumental.

Conclusion

In an English language classroom students tend to avoid sharing the language background situation in their home because they are mainly ashamed that their parents' or guardians' competency in English is low. As a teacher, I have taught students that being bilingual helps them to understand the cultures of others, as they are able to learn and adopt some good habits. Bilingualism is a positive state of being because a bilingual is able to think through problems using more than one thinking pattern (Clyne 2010, p. 3). Tunde was a great example of how I want my students to feel about their first language. He wanted to preserve his language and had a sense of pride when speaking his first language in public places.

I have, and will continue to, encourage my students to take pride in speaking their native language because it is part of their identity

I have, and will continue to, encourage my students to take pride in speaking their native language because it is part of their identity. I have practised the strategy of asking my students how to say, good morning or hello in their first language with the intention of greeting the students in different languages upon entering the classroom. Such actions will assist in ensuring that students keep a positive attitude to their first or second language. Educators and parents need to be aware of the effect of labels and avoid placing them on languages. The negative practice of labelling can hinder learning for students. Cunningham-Andersson and Andersson (1999 as cited in Obied, 2009) implied that, if strong relations in a child's life do not support a language it can prevent the development of the language and even the early enhanced thinking skills of the child. Punishing or humiliating students for speaking a foreign language can be traumatising. The appropriate context in which a language should be used should be explained to students, and though both languages are important they are not always equally needed in every setting. This is a positive strategy to be used in an English language classroom. This practice in my classroom I believe will avoid

students resenting their first language (like Tunde's peers) and becoming monolingual.

An awareness of the language background of students helps to foster a teacher's sensitivity to a child's language situation. Necessary steps can be taken by the teacher and parent to ensure that children have positive experiences in the use of their first and second languages. Language is important for communication, creating an atmosphere of belonging and developing a sense of identity. English language students need to be aware of the positive effects of being bilingual and become involved in positive environments where their languages are appreciated.

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Applications for VCE Examination Development Panels

The VCAA is seeking applications for examination development panels for all the 2016 VCE examinations and selected examinations that will be available on the VCE northern hemisphere timetable (NHT) in June 2017.

Accounting	English/EAL
Arabic	Further Mathematics exam 1 and exam 2
Biology	Mathematical Methods exam 1 and exam 2
Chemistry	Specialist Mathematics exam 1 and exam 2
Chinese First Language	Physics
Computing: Informatics	

Teachers who are interested in examination development and who have appropriate VCE study experience are invited to apply. Membership of an examination development panel increases both expertise in writing examination questions and understanding of assessment techniques.

Those interested in applying for positions on examination panels for the following studies should be aware that examinations may be produced for both the 2016 VCE and the 2017 NHT:

Panels for the 2017 NHT examinations will be selected from the applicants for the 2016 examination panels.

Further information about the different positions on examination panels and the relevant conditions of appointment can be found on the VCAA website. Applications can be lodged via the Sessional Staff Management System (SSMS) website.

Applications close on 16 August 2015. Enquiries should be directed to the VCE Examinations Unit on (03) 9302 1789 or examinations.vcaa@edumail.vic.gov.au.

State Government Victoria

Department of Education and
Early Childhood Development

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
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Click 'register' at the top right hand corner of the
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posted to schools in regional areas at no cost, but
school/teacher bears cost of return postage.

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Email: lmerc.library@edumail.vic.gov.au

**Catalogue: http://lmerc.softlinkhosting.com.au/
liberty3**

**Wiki: http://globaleducationresources.wikispaces.
com/**

The Languages and Multicultural Education Resource Centre (LMERC)
will open on Sunday 16th of August, 10.30am to 2.30pm

Current LMERC members and anyone interested in joining are welcome to: browse the collection, borrow and or return resources and pick up languages promotion pamphlets or posters. Usual library opening hours are 9am-5pm Monday to Friday.

The library holds a large collection of general language teaching resources (on methods, strategies, lesson plans, games, activities, assessment) as well as language specific teacher material, language learner resources, subject related non-fiction and fiction in all formats.

For more information:

Library catalogue: http:// lmerc.softlinkhosting.com.au/liberty3

LMERC email: lmerc.library@edumail.vic.gov.au , Phone: 03 9349 1418

Address: 150 Palmerston Street, Carlton (city side of the Carlton Primary School, ground floor)
On a Sunday parking is available in front of the building (off street).
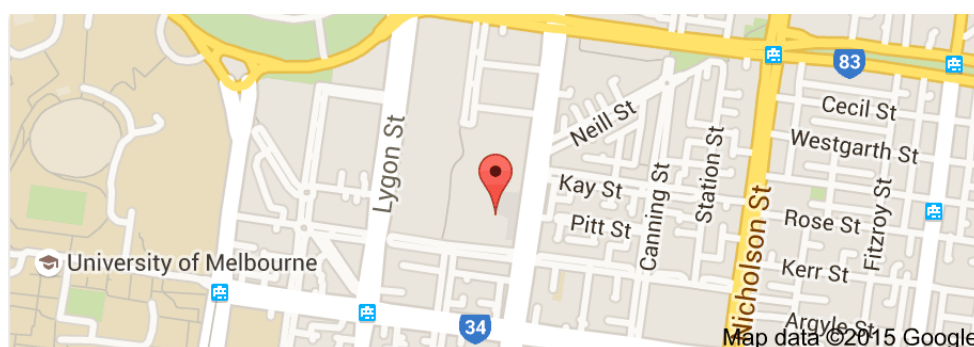
Exciting New Collaboration between MLTAV and National Gallery of Victoria (NGV)

Thank you to everyone who expressed an interest in participating in this program as a Language Support Educator volunteer. We were overwhelmed by the response and thoroughly enjoyed the first training day held at the NGV on 25 June

Project Overview

MLTAV and NGV (International) are pleased to be developing a mutually beneficial, skills-based collaboration, planned to enable NGV school tours and/or other activities for Languages students to be delivered, at least partially, in Languages apart from English through support from volunteer Language Support Educators (LSE) as identified and coordinated by the MLTAV. This project is planned to commence as a Pilot Program in 2015 through physical tours or virtual experiences.

NGV will develop quality content and enhance Languages student learning outcomes by working closely with expert LSE. Initially volunteers will be trained both by NGV, to work with their educators to build their knowledge and capacity in Arts education, and by MLTAV with regard to methodology for using Visual Arts in the Languages classroom, especially in the area of intercultural learning/understanding. In the long-term, this will create a pool of sessional LSE who could conduct Language student tours without the support of an NGV educator. Longer-term, this pilot program may be useful to other Museums and Cultural Institutions.

Involvement in the Pilot Project as a Language Support Educator, involves:

- A full-day PL at the NGV on *Thursday 25 June 2015*

- Induction as a volunteer at the NGV

- Ongoing voluntary work at the NGV in 2015 as a Support Educator in your Language(s) for school tours and/or other activities for Languages students, at times as agreed and coordinated by the MLTAV

- Networking with other LSE to improve outcomes for students

- Feedback to the MLTAV and NGV about the project.

- Volunteers who are currently not registered with VIT as teachers, will be required to have a Working with Children Check.

This Student Program will be advertised as an:

Introductory Talk - Cultural Connections through Languages (other than English)

All levels

Enhance intercultural understanding through participating in an introductory talk presented by an NGV Educator together with a volunteer Languages Support Educator, using target language with students for part of the talk. Choose from Chinese, French, German, Italian, Japanese, Latin, Modern Greek, Russian, Spanish, Swedish, Turkish and Vietnamese.

This program has been developed in collaboration with the Modern Language Teachers' Association of Victoria (MLTAV).

Cost $13 (45 mins)

MLTAV Response to the Permission to Teach Policy Review

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 Website: http://www.mltav.asn.au

**FEEDBACK TO VICTORIAN INSTITUTE OF TEACHING
PERMISSION TO TEACH POLICY REVIEW 2015
Section 2.10 Languages other than English (LOTE)**

14 April 2015

1. The current PTT Policy adequately describes when PTT is required for teaching Languages and arrangements should be continued especially:
   a. as without PTT, many Languages classes / programs would be without teachers, particularly where smaller and /or emerging language communities do not have fully qualified teachers to serve these communities, e.g. Dari, Chin Hakha, Somali;
   b. to address a looming general shortage of teachers in many Languages (refer Department of Education and Training Workforce studies to meet expansion of Languages programs under VIC government policies).

2. The MLTAV would not support a requirement that PTT should be required in all Languages schools regardless of the level at which the language is being taught for the reason that, in particular, many Community Language Schools (CLS) do not deliver a full school curriculum, nor report against AusVELS.

   Community Languages Australia has put in place a quality assurance framework that encourages teacher qualification through a VET certificate, but PTT and then an expectation of full teacher registration would be unrealistic and unviable. Many teachers in CLS settings teach part-time and a significant majority have employment in other fields. An expectation of PTT would then lead to a requirement to undertake teaching qualifications after a period of time, which would pose time and financial pressures on Languages professionals teaching a Language only in these settings.

3. The MLTAV would not support special circumstances for English language competence on the grounds of medium of instruction, i.e. where subjects are not instructed predominantly in English. Employment requirements relevant to a school/sector should remain as the guidelines for teacher qualifications.

Additionally, but perhaps beyond the scope of this review, the MLTAV would see merit in a fast-tracking of overseas-qualified, experienced teachers of Language through teacher training, using perhaps a model similar to Teach for Australia. We are interested in feedback from VIT with regard to registration implications, if a course could be negotiated through a university.

Andrew Ferguson
MLTAV President
www.mltav.asn.au
ph: 0409 819 774

National Gallery of Victoria (International) - Programs for Students

Book Now!

Introductory Talk - Cultural Connections through Languages (other than English)

All levels

Enhance intercultural understanding through participating in an introductory talk presented by an NGV Educator together with a volunteer Languages Support Educator, using target language with students for part of the talk. Choose from Chinese, French, German, Italian, Japanese, Latin, Modern Greek, Russian, Spanish, Swedish, Turkish and Vietnamese.

This program has been developed in collaboration with the Modern Language Teachers' Association of Victoria (MLTAV).

Cost $13 (45 mins)

Allow time for a self-guided viewing of the exhibition following an introductory program

Introductory Talk - Meet Catherine the Great

All levels

Meet Catherine the Great and discover her extraordinary life story, achievements and legacy.

Explore spectacular works from the Hermitage collection and gain an insight into some of the world's great cultures and epochs.

Cost $13 (45mins)

Early years

Recommended for early years, K-2

An exhibition introduction designed for young learners. Students will discover the legacy of Catherine the Great and her extraordinary collection through storytelling and role-play and sharing their own thoughts, feelings and observations in response to selected works.
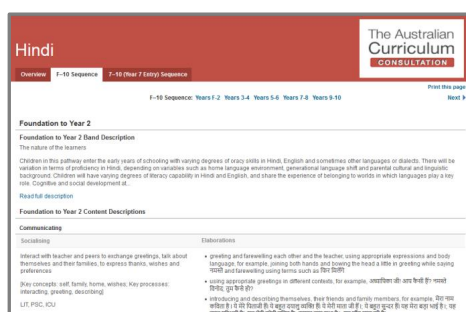
Cost: $13 (30mins)

Languages on the National Scene

ACARA Update

Australian Curriculum: Languages
Term 3, 2015 update

Public consultation now open

The draft Australian Curriculum: Languages for Hindi and Turkish are currently available for public consultation until 14 July 2015.

The curricula are available to view online on the Australian Curriculum consultation portal (http://consultation.australiancurriculum.edu.au/) and feedback can be provided via registering on this website or by contacting the languages team at languages@acara.edu.au.

ACARA greatly values the feedback provided during public consultation and encourages participation in this important stage of the development process. The feedback received will be used to inform revisions to the draft curricula for ACARA Board and ministerial endorsement prior to publication on the Australian Curriculum website in December 2015.

More information on ACARA's development and consultation processes are available on the ACARA website at http://www.acara.edu.au/curriculum/consultation.html

Aboriginal languages and Torres Strait Islander languages

ACARA is continuing to revise the draft *Framework for Aboriginal Languages and Torres Strait Islander Languages* in line with the key directions emerging from consultation feedback. The draft Framework is scheduled to be submitted to the Education Council for endorsement later this year.

Auslan and Classical Languages

ACARA recently commenced curriculum development for Classical Languages and Auslan (Australian Sign Language) by hosting scoping workshops at its offices in Sydney.

The Auslan scoping workshop involved our curriculum development team and representatives from key stakeholder organisations including the National Association of Australian Teachers of the Deaf, Auslan Teachers Association and Deaf Australia. Workshop outcomes included identifying the target cohort of learners and pathways for which the curriculum is to be written, as well as capturing language-specific issues to be considered during writing and future online publication of the curriculum.

Our Classical Languages workshop was held in April and was attended by experts in Latin, Classical Greek and Hebrew. The purpose of this workshop was to shape the design of a classical languages framework, which would be inclusive of all classical languages. Exemplars for Latin and Classical Greek will be written to accompany the framework.

Both curricula are scheduled for submission to the Education Council during the last quarter of 2016.

Photo: Auslan Scoping Workshop, Sydney, May 2015

Connect with us on social media!

ACARA's social media channels on Facebook and Twitter are great ways to connect with us and join the conversation on trending languages news. See a recent example on our Facebook page following our Auslan workshop in Sydney at: https://www.facebook.com/acara.edu.au/.

@ACARAeduau and @ACARA_CEO   www.facebook.com/ACARAeduau   www.youtube.com/ACARAeduau

A Student's Experience Living Abroad

by Grace - Year 10 AFS Year Program Student to Germany

This is a story from a high school student who is currently on an AFS exchange program to Germany that nicely highlights the experience of an Australian student living in another culture and learning another language via an immersion experience.

It has been 2-months since my plane touched the ground on a little country 17,000 km from the place I have always called home.

I do not remember my first impressions of Germany, my mind was caught somewhere between extreme exhaustion and attempting to keep my limbs from freezing solid and falling off. However, I remember very clearly how I felt the next day, waking up way too early to catch the train to our host families. I started noticing differences between Germany and Australia as soon as I boarded the train- much to my amazement trains here have small 6 people compartments with seats facing each other on the sides, just like on the Hogwart's Express from Harry Potter! For me it was a sign from above signalling that I had landed exactly where I belong.

I spent the whole train ride telling all the other exchange students how great my host family were, how I'd messaged my younger host sister nearly every day on Facebook and how we were already at the "ugly snapchats" level of friendship. It was a host-family match made in heaven and I was literally jumping with excitement to finally meet them.

I hopped off the train with another three students, all of us almost exploding with anticipation mixed with the toffees we had so elegantly devoured during the trip. One by one my travel-buddies left with their new families laughing and smiling, leaving one very confused and cold, me standing with a not-so-great at English, AFS Helper. 15 minutes passed and still my family were nowhere to be seen. After a phone call and some more waiting in the cold, they appeared, puffed and looking frustrated. Much less like the cliché run and hug scene I had envisioned, and more like an apologetic "sorry we went to the wrong platform" blooper in a movie, I I met 3 of my 6 family members - my host Parents and my eldest host sister.

I have 2 elder host brothers and 2 elder host sisters here, and we get along just like normal siblings. I correct their lyrical mistakes during car/disco/spontaneous sing-alongs and they drag me outside into the cold to "make sport" with them. Together we have visited Hamburg for a day, and Berlin for a weekend where we spent most of our time doing the typical German teenager things - shopping. Teasing each other and boring retail aside, they are my four best friends and we are more than "host siblings" now, we are normal siblings and we have a lot of great times together.

I feel as though there have been some defining moments of my exchange so far, and if I were to list all of them you could be reading for a while, so I will keep it to a minimum.

I do not think I realised for the first time that I was in Germany until ten days after my arrival. I was at a swimming centre in a heated pool outside in the eight degree, rainy weather; floating in a section of the pool which shoots bubbles from the bottom like a spa, and I looked out over the edge at the brick buildings and insanely green grass. It all sort of rushed to me in one moment that the wait was finally over and I had made it here. This lasted all of three seconds until my host sister asked me "wait, are the oceans in Australia salt water or fresh water?"

The first day of school in a class without my host sister was ridiculously hard. I was placed in a Year 10 class with students a lot younger than myself. At the time I was more worried about why they were looking at me nervously and not talking to me. I spent most of my first class crying until someone gave me a tissue and finally introduced themselves. My German-speaking ability was non-existent at that stage, and so I sat there- a sobbing mess of tears, tissues and just plain old English. Eventually the class learnt who this bawling person was up the back of the classroom and gave me any help I needed. Another crying session was needed a few weeks later when I tried to catch the bus alone and failed miserably, but it is all a learning curve.

Around one month into my life here all of the AFS exchange students from North Germany met for a camp. I saw all my Australian friends who had endured the 20+ hour flight with me and finally was able to compare my stories and life with a whole group of exchange students. The best part of the weekend had nothing to do with the camp though, it was when I came home and my family had made me a big "welcome home" BBQ. I feel as though I never really appreciated them fully until then and it made me feel so much more like a part of the family, even showing me how much I had missed them, and their great cooking, just over one weekend.

I feel that the hardest part of my exchange so far was over Easter. Celebrations like this are always hard when you are away from your family, but to make things even harder on myself I became really sick in the week leading up to Easter. I spent five days mainly in bed, not being able to sleep because of migraines and stomach pains, crying a lot. It was really scary to be so far away from everything you have ever known and to be so sick.

On the morning of Easter Saturday I went to my first, and hopefully last, German hospital. My host mum took me, waited with me, translated for me and even held my hand and comforted me as the nurse inserted a line into my arm for pain relief (I'm petrified of needles). We spent a good 45 minutes sitting in a darkened hospital room talking with each other about everything that has happened so far on my exchange and how worried the whole family have been about me. In the end the doctor said the migraines were most likely from culture shock and stressing, even though I still believe these past two months have been the most relaxed I have ever lived. As much as it proved to be a brilliant bonding experience for myself and my host mum, I do not recommend this to anyone. It was easily the worst week of my two months here, and I'm expecting it to be the worst week of my exchange as a whole. On the plus side, the next day I was inundated with more chocolate than I even knew existed, so that certainly ended my week on a positive note!

From where I am now, it is hard to see into the rest of my year because as anyone who has been on exchange knows, it is just a rollercoaster of events, emotions, people and places all crammed into the shortest amount of time imaginable. If anything I hope I can fill my exchange with as many incredible things as possible, and I hope I learn something from everything I do, no matter how seemingly insignificant. I hope to improve my German dramatically, so my siblings and friends will not keep shouting "Deutsch!!!" to whoever dares speak to me in English. I see my confidence growing with every new day and I hope to continue even past my exchange. I hope I can give my family and friends as great a year as they are giving me, and I hope that after I leave we will travel to visit each other and I can show them all of those crazy Aussie things I tell them about. Most of all I hope to create something good out of everything I do here, whether it be something terrible like being sick, or something incredible like travelling the world with people I love.

> *From where I am now, it is hard to see into the rest of my year because as anyone who has been on exchange knows, it is just a rollercoaster of events, emotions, people and places all crammed into the shortest amount of time imaginable*

Languages Curriculum in Victoria and Australia

by Adrienne Horrigan, Secretary, MLTAV

Background

Adrienne Horrigan wrote this article for SCILT - Scotland's National Centre for Languages. It has been included in the 'State' section of this Journal as a depiction of the current state of Languages in Victoria.

Abstract: The government of the state of Victoria is very supportive of the teaching of languages in Victoria's schools. As part of the introduction of a national Australian curriculum, the states and territories of Australia are embarking on an ambitious program of languages education that aims to deliver language-specific curricula for fifteen languages by 2025. Victoria is aiming to implement these fifteen curriculum documents and also to create generic models for other languages not included in the national project. This paper seeks to provide some background information to the policy and give an overview of current developments.

Background and Introduction

Australia is currently in the process of introducing a national curriculum. Up till now each state or territory devised its own school curriculum for primary and secondary students. The "Shape of the Australian Curriculum", first approved by the council of Commonwealth and State and Territory Education Ministers in 2009, is the document that guides the development of the Australian Curriculum. It was devised by ACARA, the Australian Curriculum and Assessment and Reporting Authority. This paper reflects the position adopted by these ministers collectively in their 2008 Melbourne Declaration on Educational Goals for Young Australians. The most recent version was approved by the ACARA Board in late 2012 but this is still a work in progress.

ACARA leads national collaboration to produce the Australian Curriculum from Foundation (the first year of schooling) to Year 10 (henceforth **F-10**) and for some learning areas up to Year 12. The available F-10 curriculum can be viewed at the Australian Curriculum website. It should be stressed that this curriculum is an evolving process, with Maths, English, Science and History in the forefront.

The preamble to the Melbourne Declaration on Educational Goals for Young Australians, sums up the Educational Goals for Australian students:

- Australian schooling promotes equity and excellence and
- All young Australians (will) become successful learners, confident and creative individuals, active and informed citizens.

The Commitment to Action includes

- Developing stronger partnerships
- Supporting quality teaching and school leadership
- Strengthening early childhood education
- Enhancing middle years development
- Supporting senior years of schooling and youth transitions
- Promoting world-class curriculum and assessment
- Improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds
- Strengthening accountability and transparency.

Each state or territory reserves the right to implement the national curriculum in a way best suited to its particular and very different needs.

The Australian Curriculum: Languages

The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share, as well as the distinctiveness of specific languages. There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in *The Shape of the Australian Curriculum: Languages,* underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages. The Australian Curriculum: Languages originally included language-specific curricula for eleven languages and a Framework for Aboriginal Languages and Torres Strait Islander Languages. The latter is deliberately designed to cater for the

250 or more Aboriginal languages and Torres Strait Islander languages of Australia.[1]

Professor Angela Scarino from the University of South Australia was the lead writer for the languages curriculum (excluding the Framework for Aboriginal and Torres Strait Islander Languages – see Appendix). In a journal abstract she outlines her thoughts:

Developing curricula for languages in the context of the Australian Curriculum is a complex undertaking that needs to address a number of demands. These include: the nature of language-and-culture learning for contemporary times within an increasingly diverse linguistic and cultural world; the goals of mainstream education and the 'given' curriculum as a whole and language curricula as a part of that whole; the process of transposing concepts from current research into a design for language learning for diverse language learners and diverse languages; the need to achieve jurisdictional and professional consensus about the nature and extent of change that is sustainable and productive for the present and the future.(Scarino, 2014: online)

Under ACARA, Chinese and Italian were the first two languages to be developed, followed by nine others. Because the ACARA language curriculum document is designed for specific languages, it seemed earlier in 2014 that there would be about 39 languages currently taught in Victoria without any curriculum provision from ACARA. (Languages developed at that time were – Arabic, Chinese, Italian, French, German, Greek, Indonesian, Japanese, Korean, Spanish, Vietnamese with Aboriginal and Torres Strait Islander languages still under development).

However, in May 2014 the Federal government allotted additional funding for the development of another three specific languages (Auslan = **Au**stralian **S**ign **Lan**guage, Hindi and Turkish) together with Classical Languages so that those without provision then numbered approximately 35. The state of Victoria is planning to produce generic versions of the curriculum, which will need to be amended to particular language requirements, to cater for all of these languages

Victorian Curriculum F-10

Prior to the planning for the Australian curriculum the state of Victoria used a curriculum framework known as the VELS curriculum (Victorian Essential Learning Standards). The former VELS model

(2005) formed the basis for the AusVELS curriculum, which the Victorian government and Catholic schools now use for planning, assessment and reporting and which outlines what is essential for all Victorian students' learning. The name "AusVELS" refers to a combination of the Australian Curriculum and VELS since Victoria is currently in transition from VELS to a local version of the Australian Curriculum. AusVELS incorporates the Australian Curriculum as it is progressively developed.

AusVELS uses an eleven level structure (F-10) to reflect the design of the new Australian Curriculum, whilst retaining Victorian priorities and approaches to teaching and learning. Implementation of AusVELS began in 2013, when schools could use the achievement standards for reporting to parents in some learning areas, and is optional until mandated for 2017.[2]

When the VELS (Victorian Essential Learning Standards for Languages) was developed in 2005[3], the distinctiveness of different languages was acknowledged through six generic models, e.g.

> AusVELS uses an eleven level structure (F-10) to reflect the design of the new Australian Curriculum, whilst retaining Victorian priorities and approaches to teaching and to learning

- Roman alphabet languages
- Non-Roman alphabet languages
- Character-based languages
- Auslan
- Classical Languages
- Victorian Aboriginal (Koorie) languages

This is not so in AusVELS. As of 2015 it is planned that the following languages would have their own new specific F-10 curriculum documents: Arabic, Auslan, Chinese, Classical Languages, French, German, Greek, Hindi, Indonesian, Italian, Japanese, Korean, Spanish, Turkish and Vietnamese. This leaves other languages, taught in small numbers of Victorian schools, not provided for, e.g. Albanian, Armenian, Bosnian, Chin Hakha, Croatian, Dari, Dinka, Dutch, Filipino, Gujarati, Hebrew, Hungarian, Karen, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Somali, Swedish, Tamil, Thai, Tigrinya, Ukrainian and Yiddish.

However, as mentioned earlier, Victoria is planning to devise two new generic templates for the new F-10 Australian Curriculum: one for Roman alphabet languages and the other for Non-Roman alphabet languages. This now allows teachers of other languages in Victoria to work on the new national curriculum and so share the new terminology and concepts embedded in the

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[1] Cf. http://ausvels.vcaa.vic.edu.au/

[2] Cf. http://www.australiancurriculum.edu.au/languages/preamble

[3] Cf. http://www.vcaa.vic.edu.au/P/vceages/studies/lote/lotelistindex.aspx

documents designed for the Australian Curriculum: Languages. The creation of two new generic models will increase opportunities for all language teachers to participate in professional learning related to the new national curriculum.

In 2010, when discussing the curriculum for the first four curriculum areas being developed by ACARA, Professor Barry McGaw AO, ACARA Board Chair, stated,

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. (ACARA, 2010, online)

This quotation now applies equally to Languages. Students of Languages will be able to benefit from access to the curriculum developed by ACARA through its more sophisticated approach to language curriculum design. The ACARA Languages curriculum documents are based on current research into language acquisition, to present a more complex view of communication and interculturality. This new understanding of language interactions involves, for example, the moulding of identity through reciprocal, inter- and intraculturally-complex and dynamic communication. Furthermore, the ACARA model for Languages has recognised the need for language-specific curricula, thereby acknowledging that languages, whilst sharing common elements, are very individual in nature.

The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew. (Lincoln, 1862)

During a meeting in March 2014, Andrew Ferguson, President of the MLTAV[4] asked a small group of teachers present for a show of hands about their preference regarding inclusion of all the languages taught in Victoria in the Australian Curriculum. Confronted with staying with "friendly, old and known" VELS vis-à-vis the innovative AusVELS model, the vote went for change, despite the associated problems. The maxim of the celebrated leader Abraham Lincoln comes to mind:

The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew. (Lincoln, 1862)

The statement stresses the need to persevere, and perseverance has indeed resulted in success for language provision in Victoria. The Victorian Government has included in its language policy the requirement that all primary schools offer a language program at Foundation level in 2015 and that by 2025 a language will be mandated for all students up to Year 10 (ages 15/16). In other words, Victoria has accepted the challenge of accommodating its multicultural heritage.

Summary of VELS and AusVELS

The curriculum is the defined and mandated set of knowledge and skills that schools must teach and assess, a democratic entitlement rather than an individual determination of what is required for effective participatory citizenship. Languages are no longer an option for Victorian schools – all schools will be required to report on each student every year. Howes (2014)

In 2004 the Victorian Essential Learning Standards (VELS) were developed. The VELS framework of essential learning had three interwoven purposes to equip students to:

- manage themselves and their relations with others
- understand the world and others
- act effectively in the world

The three components of the AusVELS curriculum are designed to enable students to meet the demands of a modern, globalised world:

- the processes of physical, personal and social development and growth
- the branches of learning reflected in the traditional disciplines, and
- the interdisciplinary capacities needed for effective functioning within and beyond school.

The Australian Curriculum has since been developed using the following overarching design structure: Learning areas, General capabilities, Cross-curriculum priorities.[5]

LEARNING AREAS (Branches of Learning)

English, Mathematics, Science, Health and Physical Education, Languages, Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business), The Arts (Performing and Visual), Technologies (Design and Technologies; Digital Technologies).

GENERAL CAPABILITIES (Physical, personal and social development)

Critical and creative thinking, Personal and social capability, Intercultural understanding, and

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4 Modern Language Teachers' Association of Victoria

5 Cf. http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx

Ethical Understanding (ICT, Literacy and Numeracy are also categorised as General capabilities).

CROSS-CURRICULUM PRIORITIES (Interdisciplinary)

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

Senior Secondary

Currently there is no planned change to the suite of languages at the senior secondary level. The VCE (Victorian Certificate of Education) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education.

Victoria offers 45 languages in the VCE. Some languages are taught more widely in mainstream schools, (e.g. Chinese, French, German, Italian, Modern Greek, Indonesian, Japanese). The After Hours Community Schools cater for many other languages, e.g. Polish, Bosnian, Hindi, Khmer etc. up to Year 12, under the supervision of the Victorian Curriculum and Assessment Authority (VCAA).

At this time, due to demand, three new VCE studies are being implemented, Vietnamese First Language, Chin Hakha and Karen, both languages of Myanmar.

"Chinese Language, Culture and Society" is under development and is intended for students who have had little exposure to the study of Chinese. . There is a large cohort of students of Chinese and VCE Chinese is already offered at three different levels:

- Chinese Second Language (students who have learned all their Chinese in Australia)

- Chinese Second Language Advanced (students who have resided in a Chinese –speaking country or region for more than 3 years)

- Chinese First Language (students who have had extensive exposure to the study of Chinese)

Concluding Thoughts

The new Languages Curriculum in Victoria, whilst still not fully implemented, has a number of innovative and ambitious features. It is trying to cater for a wide range of languages, some with tailored curricula, to allow the cultural components to come to the forefront. The main

challenges to successful implementation will depend on both the availability and appropriate training of existing and future language teachers.

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Appendix: Explanations for Abbreviations and Acronyms

Aboriginal Languages and Torres Strait Islander Languages	Prior to the arrival of Europeans, about 250 distinct languages were spoken by Aboriginal and Torres Strait Islander groups in Australia. Each of these languages had several dialects, and it is estimated that there were at least 600 plus dialects. The languages of mainland Australia are classified as either Pama-Nyungan or Non-Pama-Nyungan. The Pama-Nyungan language family covers 90% of the Australian mainland. The name is derived from the words for man, *pama* in the north-eastern languages and *nyunga* in those of the south-west. Non-Pama-Nyungan languages are found in the far north of the Northern Territory and Western Australia. They are a disparate group of languages that vary greatly from each other and from the Pama-Nyungan languages. Many Australian languages have been lost and now fewer than 20 remain 'strong', that is, spoken by people of all ages. There are two traditional languages in the Torres Strait Islands. Kalau Lagau Ya, the language of the Central and Western Torres Strait Islands, is a Pama-Nyungan language, but Meriam Mìr, the language of the Eastern Torres Strait, is related to the neighbouring languages of Papua New Guinea.
ACARA	The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent statutory authority with the aim to "improve the learning of all young Australians through world-class school curriculum, assessment and reporting." Further info: http://www.acara.edu.au/default.asp)
AFTMLA	The Australian Federation of Modern Language Teachers Associations (AFMLTA Inc.) is the national professional body representing teachers of all languages in Australia. The term 'modern' is used for historical reasons and is not intended to exclude any language. The AFMLTA believes that there is value in all language learning and is accordingly interested in promoting the teaching and learning of any language (ancient, modern, 'community', Aboriginal, traditional, international, European, Asian or other). Downloaded from: http://afmlta.asn.au/about-afmlta/
AO	Officer of the Order of Australia
Auslan	Auslan is the sign language of the Australian Deaf community. The term Auslan is an acronym of "Australian Sign Language", coined by Trevor Johnston in the early 1980s,[3] although the language itself is much older. Auslan is related to British Sign Language (BSL) and New Zealand Sign Language (NZSL); the three have descended from the same parent language, and together comprise the BANZSL language family. Auslan has also been influenced by Irish Sign Language (ISL) and more recently has borrowed signs from American Sign Language (ASL). (Downloaded from Wikipedia entry)
AusVELS	AusVELS is the Foundation to Year 10 curriculum that aims to provide a "single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents." Further info: http://ausvels.vcaa.vic.edu.au/
F-10	Foundation to Year 10 (ages 5 to 15/16)
MLTAV	The Modern Language Teachers' Association of Victoria Inc. is a professional association for Languages teachers, and is the umbrella organisation for approximately twenty-two Single Language Associations (SLAs) in Victoria. Further info: https://www.mltav.asn.au/
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education

Cut to Funding for Endeavour Language Teacher Fellowship Program

by Andrew Ferguson, President, MLTAV

Following the lead provided by AFMLTA, I contacted my local Federal Member who supplied the following explanation. It is very disappointing that it appears the decision to cut funding to the ELTF program will not be reconsidered, nevertheless I welcome the Federal Government's commitment to supporting Languages education. If you have also received a reply from a Federal politician about this matter, would you please let us know via info@mltav.asn.au.

I encourage you to engage your local politicians (at a State or National level) in discussions around Languages education. Make sure you invite them to your school on a regular basis. Our advocacy in this area is extremely important!

Dear Andrew

Thank you for your correspondence regarding the Endeavour Language Teacher Fellowship (ELTF). I appreciate you taking the time to share your views with me.

As announced in the 2015-16 Budget, the Australian Government is redirecting funding for the ELTF and will implement a number of initiatives to promote the teaching and learning of a foreign language that will benefit a larger number of students and teachers.

I assure you that the Government remains committed to improving the take up of foreign languages in schools.

The Teacher Education Ministerial Advisory Group (TEMAG) report, Action Now: Classroom Ready Teachers, which is aimed at improving teacher quality and delivering better educational outcomes for all Australian students, recommended that all primary teacher education courses equip graduates with at least one subject specialisation, prioritising science, mathematics or a language. The Government has accepted this recommendation and has provided $16.9 million to the Australian Institute for Teaching and School Leadership over the next four years to implement this and a number of other recommendations.

We are also prioritising the development of national curriculum in 15 foreign languages through the Australian Curriculum Assessment and Reporting Authority.

The Government has committed $9.8 million over two years for the Early Learning Languages Australia (ELLA) programme. 41 services providing a preschool programme will participate in the one-year ELLA trial using custom developed language learning, play-based applications in mobile tablet devices. The results will inform the potential roll-out to all pre-school children.

The Government's New Colombo Plan is also working to deepen the knowledge of the Indo-Pacific region through mobility grants and prestigious scholarships that support undergraduates to study and undertake internships in the region. New Colombo Plan scholarship benefits include support for language training while in the country, and the 2016 mobility grants stream encourages universities to adopt projects that support undergraduate language acquisition overseas.

Language teachers seeking an in-country professional learning experience are encouraged to apply for an Endeavour Executive Fellowship. The Fellowships provide financial support of up to $18,500 toward professional development opportunities (1-4 months) for high achievers in business, industry, education or government for international and Australian applicants. Further information can be found at https://internationaleducation.gov.au/endeavour.

Additionally, some states and territories, notably Victoria and New South Wales, provide in-country professional learning opportunities to their teachers, which is another option language teachers may wish to explore.

Thank you again for contacting me about the important matter. I trust this information will be of assistance to you.

Yours sincerely,

Josh

Josh Frydenberg

Federal Member for Kooyong | Assistant Treasurer

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Languages Online

What's new at languagesonline

Now in its 12th year, Languages Online continues to offer teachers and students a variety of useful resources to enhance language learning.

App for Indonesian and Japanese beginners

The Languages Online 'app' is now available for Windows, iPads and Android tablets. Go to the Languages Online website for links to the app stores.

Our app offers the same clear user-friendly structure and design as our web-based activities, but with additional features such as tracking of progress and voice-recording. A range of frequently-taught beginner level topics are included, each with interactive tasks to keep students engaged and challenged as they practise hearing, reading, writing and speaking key vocabulary in context.

Currently the app includes **20 Indonesian** topics and **8 Japanese** topics, with more topics coming soon.

Activities use rich graphics and voice recordings by native speakers

A variety of tasks and games develop the key vocabulary.

Students can now record and play back their own dialogues.

Each topic module is designed so that students progress from learning vocabulary to using it in everyday exchanges:

1. **Interactive flashcards** introduce the key vocabulary of each topic. They include three modes: 'Learn', 'Record' and 'Test'.
2. **Practice the language** includes between 5 and 10 short tasks to practise vocabulary and sentence patterns. Rich with illustrations, animations and native speaker audio, and underpinned by intercultural knowledge, the range of activity types includes:

   o   matching tasks to learn key words and phrases
   o   tasks to practise spelling, word order and sentence structures
   o   tasks to practise listening and reading
   o   typing questions and answers
   o   in Japanese, tasks to practise reading, writing and typing hiragana and key beginner kanji

Languages Online cont….

3. **Songs** are a highlight of the app: some new simple tunes sung by native speakers and designed to reinforce language and cultural learning. Karaoke version of the songs allow students to sing along, record and playback their own versions.

4. **Over to you:** these activities enable students to show their understanding of key vocabulary and sentence structures by producing short spoken and/or written texts based on models. For example, an activity may include one side of a simple dialogue. The student task is to complete the conversation by typing and/or recording short texts using their own details. These activities are saved on the device and can be viewed at any time.

Topics in the app are designed so that vocabulary is recycled and built on as students move on to each module. However, students don't have to follow the sequence, and can do any activity in any order.

Support for learners is provided throughout: glossaries, language and cultural tips, hiragana charts.

App users will find support resources at the Languages Online website, including posters, words lists song lyrics and mp3 files.

Teacher support includes alignment with the Australian Curriculum.

Languages Online website

Since 2009, Languages Online has been sponsored by the Victorian School of Languages, with ongoing support from DET Languages Unit. The VSL has provided funding for resource development in a number of community languages such as Turkish, Macedonian and Hindi.

In 2013-14, Education Services Australia provided funding for the development of new resources in Indonesian and Japanese to support the Language Learning Space. Sixteen short modules of beginner Japanese activities are now available.

The Languages Online website is also undergoing a redesign and updating.

Future directions

The next version of the app is being developed now. It will include the following new features and functionality including:

- 8 additional Japanese topics
- 4 additional Indonesian topics
- the option to filter and select activity type based on key skills
- free account registration so that teachers can track the progress of their students, student progress is independent of the device they work on, and students can submit voice recording tasks for teacher evaluation.

We hope to include other languages in the app. The Languages Online team welcome feedback about the resources we offer.

http://www.education.vic.gov.au/languagesonline

Contact the Languages Online Team at languages.online@edumail.vic.gov.au

Why Language Learning Applications using Translation are Better

This Linkedin article was published by Dr. Hossein Eslambolchi and permission was received to reprint in this journal.

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Last week's blog explored the benefits of using language translation to help students learn a second language. It is one of the revolutions made possible by the breakthrough in language understanding. Today, I want to look at the specific uses by students in any country and between any languages, because that is where the most change in the short term will occur.

To recap, an accurate translation system helps students learn a second language, not by replacing the teachers, but by providing a new student (and teacher) tool. As I will show, factors like repetition and a clear understanding of the meaning are parts of an effective second language-learning environment.

This means that students can accelerate their learning between classes. Today's student is missing one key element, critical to learning. The missing element is available to only the wealthiest students with access to a tutor: accurate feedback for novel sentences – something not otherwise possible without accurate translation.

As you can see in my previous posts, the language understanding revolution is growing. Examples like the Thinking Solutions' language algorithm with the Role and Reference Grammar show the potential. Today's blog explains how we overcome the bottleneck in language learning with accurate translation to a target language.

To check that a sentence is correctly created, not only do the words need to be in the correct order, with the correct forms, but the sentence needs to be put together so that the words make sense in context

The Language Learning Problem

Here's how it will work. Let's say a student is learning English in Europe. Many Europeans speak more than one language, and there is a good chance that a language teacher will speak both German and English. The teacher can talk to the students in either language, and lessons can be built around the teacher's skills in the languages, cultures and conversational topics.

Most would argue this is an ideal environment, with perhaps the main factors being class sizes impacting the full capability of the teacher to teach each student. Now let's travel to, say, Botswana or Shanghai. Perhaps there are fewer teachers of English there and perhaps they are comparatively expensive.

Teacher environments, arguably a student's best bet to improve, will be even better with a tool to supplement the training – **accurate target language translation.**

For those students without a face-to-face teacher, they can use electronic language teaching tools alone. What happens when a student wants to confirm their mastery of the current topic? A critical step is for the student to synthesise their knowledge of language to produce new sentences.

Can you see the problem? It is the first step in language translation – to understand. To check that a sentence is correctly created, not only do the words need to be in the correct order, with the correct forms, but the sentence needs to be put together so that the words make sense in context. A book cannot check it, nor can a recording.

"This needs a native language speaker to check it. Or it needs an accurate language understanding machine."

The good news is that a language-understanding machine can now check that the sentence is meaningful. It can check that the grammar is right (the words are correctly used in each phrase in sequence) and the meaning is right (the semantics are permissible). The technology is now ready.

There isn't enough money around the world to provide language teachers for all combinations of languages, despite the immense benefits to students. Many young people want to learn English, for instance, because so many people around the world speak it. It is a little like an Interlingua for everyone. How can more people learn it?

Enter language translation. If there isn't a fully bilingual teacher available, the students have

alternatives. Leading tools like Rosetta Stone, while not inexpensive, provide courses for students to immerse themselves with the target language sounds and semantics (they can see the action being discussed while they hear the phrase sounds and see the written text). Duolingo, a competitor, claims to provide better learning for free because their business model sells translation services.

Other free versions of translation, like Google and Bing translate, exclude themselves because they are inaccurate. There is no point teaching errors – the real language is hard enough. Other options include books and recordings, and internet videos. There is a wealth of systems available and ALL suffer the same way.

"This needs a native language speaker to check it. Or it needs an accurate language understanding machine."

This problem is hard to get past. If you are a student, it gets worse. What if you want to construct a novel sentence, but can't think of the target word? You can go to a translation dictionary to find possible vocabulary, but typically there will be a number of possible words. Having selected a target word, you are still unsure if the resulting sentence is valid. The search for a dictionary entry is slow as well. You lose momentum and the repetition needed for rapid, effective learning.

The next student check is pronunciation. Computer and tablet speech synthesisers are a good start to hearing a correctly spoken target sentence. There is a way to go for human-like accuracy, but at present it is acceptable.

Teachers are still the best option – and the internet makes that access more accessible via Skype, for example – but the cost remains relatively high. As the student gets poorer, the cost becomes prohibitive.

The benefits to language learning are:
1. Learners with a translation program and a syllabus (written/PDF material) get access to a powerful learning tool with language understanding and translation.
2. The cost is reduced as internet distribution, for example, continues to drive down the access cost.
3. Ad-hoc translations can be checked for accuracy and translated from the **source** language.

In short, accurate translation promises a revolution to improve language adoption globally with the leverage of the technology revolution. Once a language learning application is available, the power of the internet drives its price down and therefore increases its use globally to remote and poor locations, where students benefit most. And also, a teacher can be more helpful, even if they don't speak the target language, provided

the tools are effective. And the tools can be certified by native speakers once to guarantee their ongoing accuracy.

Use in Schools & Abroad

The vision for language learning may unify the people of the world. Although there will be debates about which languages to teach, there is no requirement for one over any other. The market can decide. Perhaps the desire for Hollywood movies will be the main English driver?

The desire for English digital language learning is increasing at 14.2% in Asia and 20.5% in Africa. Latin America is increasing at 13.8%. These are in a global language learning market of $56.3B in 2013, of which digital language learning for English is $1.8B and for non-English is $1.1B, according to the Ambient Insight report. The market may be choosing English today, but that may change in the future with better alternatives to learners.

In the US, there is a good case for teaching students English and Spanish. Additionally, Spanish has a very large base of speakers globally.

Schools in the US can benefit from better language learning tools because it means teachers can rely more on the target language translator to verify vocabulary and pronunciation. Students can work at their own pace.

Getting back to the adoption of the new translation capability for language learning students, I predict we will see this become a major market as we approach 2020 and my prediction of the age of robotics.

It will be interesting to watch the adoption of the new technology: the first world may adopt it for the early years for students while the third world may use it for older students. It could also play a key role in second language learning as expanding immigration finds people without native language skills in a new country.

The Science of Language Learning

What's the science to support this approach? It goes without saying that there is a mature, established science around language learning. A quick internet search will reveal a number of factors involved in effective learning beyond the point of today's blog. Perhaps the key factor was referred to by the Kungfu English creator, Chris Lonsdale, in his TEDx talk. To paraphrase, "you first need to recognise the meaning of a word, and then experience the target language."

Using Rosetta Stone you see an image of a person drinking (meaning), and then the target language text and pronunciation. Then in a test, you see and hear the target language and choose an answer. Immersion. Association. Feedback.

Andrew Ferguson, The president of the Modern Language Teachers' Association of Victoria and a consultant to Thinking Solutions, nicely summarises the language learning process:

- Learning our first language(s) as a young child is a complex but 'easy' process; we acquire our ability to communicate in a natural way. By the age of 8 most children are able to comprehend the language(s) in common use around them and express themselves effectively.
- The teaching of additional language(s) would ideally replicate many of the conditions that support the acquisition of first language(s), e.g. communicative imperatives and immersion.
- Teaching methodologies are constantly evolving, with an increasing emphasis on purposeful, 'real-life' interaction, thus providing communicative imperatives for students.
- Unfortunately, though, many 'additional' languages programs are unable to offer solid immersion opportunities, thus students often miss out on constant and accurate role-modeling of 'native' pronunciation and accurate use of languages structures. The latter is particularly compounded by the inaccuracy of current language translation software, upon which students are increasingly reliant.

With a language translation tool, you obviously know the meaning in your first language. Then, you get to see and hear the target language. That is the approach of the new language translation capability for any aged student to better learn a language.

Other Digital Language Learning Courses

Rosetta Stone has exploited state-of-the-art programming systems to produce courses to teach people a language without translation. By recognising images, hearing the target phrases, and seeing the target writing, the immersion provides effective learning. It even promises to check your pronunciation, but without the ability to check a novel sentence. Of course with accurate translation, those courses could be even more effective.

Duolingo is a venture capital-funded competitor which gives away its language learning service in return for gathering translations of internet documents. It claims to result in a cheaper translation service by leveraging the crowd. Each new language implemented requires a team to set it up, and the jury is out on its potential in Asian languages.

Google and Bing Translate provide statistically-based language pair translations. Many argue that that translation paradigm has failed because despite effort over decades, the translations cannot be relied upon.

Well before the translation system reaches human level, it will provide a valuable tool to language learners by mapping recognised meanings from one language to a sentence in a target language.

Rosetta Stone, operating for more than 20 years, supports the learning of 24 languages if you include US English and British English as two different languages! Duolingo is much newer and limited to 10 languages, but it's free.

Google Translate has about 91 languages on its site and Bing translator has 52, but they cannot be relied upon for accurate translations for students.

For a mature industry, the lack of language coverage is illuminating, because the economics is holding back the potential. If Wikipedia is correct in the estimate of 6500 different languages today, a lot of people require either a second language or an accurate translator. Today, that means the best choice for many people is to learn a second, more common, language. English, Mandarin, or Spanish or whatever is useful in their part of the world.

The most exciting part of the new language understanding method is the anticipated cost reduction in translations. Instead of the laborious effort to translate from one language to another, language understanding converts to a separate language, an Interlingua. That Interlingua can translate to any target language known, so the effort is reduced massively: one meaning to many languages, instead of many to many.

No more English to French, English to German, English to Spanish, etc. Just English to Interlingua and German to Interlingua etc. Spanish to English comes automatically, along with French to German. It leads to a new world of possibilities.

Supporting language learning with accurate, cheaper translations promises to change the way people learn a second language.

Which US school cannot benefit from reducing the effort to teach children Spanish and English? Which university student wouldn't like some help to find a translation or two to help with their vocabulary when writing in a second language? Which parent won't want their children to experience their native tongue before they immigrated, or their new tongue after moving?

The language understanding revolution promises many benefits. Accurate, automatic translation is just one. Next time on this topic, I will cover how to access the language understanding algorithm and the translation prototype from your own applications via an API as I continue the series on the language understanding revolution.

Dr. Eslambolchi

https://www.linkedin.com/pulse/why-language-learning-applications-using-translation-eslambolchi

SLA Feature Article

Latin in Victorian Schools

by John Tuckfield, Secretary of the Teachers' Wing, Classical Association of Victoria

The usual response I get when I mention that I'm a Latin teacher is "I didn't know they still taught that". The next thing I usually get is "Why would anyone want to learn that?".

Why learn Latin?

Latin is always a language that needs to justify itself. It is no longer spoken, and no longer the dominant language of the church; it is no longer required for any of the professions. Latin certainly does not have the privileged position it had in the 19th Century curriculum. Latin is no longer spoken, and does not have the two-way communication that is a hallmark of modern languages (I would argue that the Romans still communicate their ideas to us through their writing).

The usual arguments for learning Latin - that it helps students understand grammar and improves their English - still ring true. As an Indo-European language, it contains the essential elements of syntax that underpin all IE languages. As an ancient language, these structures are more visible and regular than in many modern languages. For a student to understand a grammar which can be applied to almost any European language, Latin is hard to beat.

However, there are also some other reasons that make Latin a compelling and viable subject in the 21st Century. Latin, structurally, is most similar to a piece of advanced coding, where a word will change its appearance depending on its function, and might have any one of a dozen meanings depending on the precise context of the words around it. Problem solving on this level is a skill for the 21st Century. Latin builds the ability to think in an abstract, highly complex way.

Lastly, we should not underestimate what is often the dominant reason in students' minds: they like it. They enjoy the thrill and excitement of the ancient world, where they realise that another culture can be so similar to their own and at the same time so alien. Younger students are engaged by gladiators, stories of Pompeii and myths and gods; older students might fall in love with the politics, society or philosophy. We only have to look at books, documentaries, games and movies to realise that the public's fascination with the ancient world has never waned; as teachers all we need to do is harness this energy. The simple answer is that students love it - where Latin is offered it is usually extremely popular.
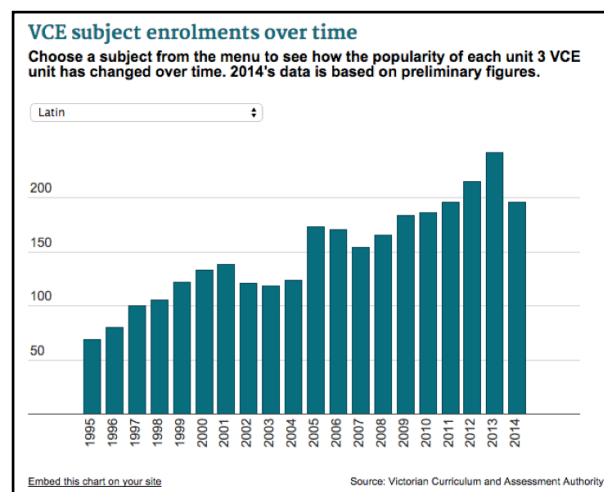
Who is learning Latin?

Latin in Victoria is taught at about 15 schools, most of them located in Melbourne, Ballarat or Geelong. The majority of students start their Latin at Years 7 or 8, with some schools introducing it at Year 9, and a handful in primary school. Independent schools predominate, both older, more established schools and also newer schools. Few Catholic or Government schools offer Latin.

Latin is one of the very few languages where boys outnumber girls; whether this is because of access, or whether there is something about the way in which Latin is taught, or its subject matter, that is more attractive to boys has yet to be studied. In 2013, for example, there were 240 students studying Units 3 & 4 Latin; 151 of these were boys, while 89 were girls. This reverses the pattern in most languages.

The Resurgence of Latin

Latin came close to extinction in the 1970's. Even into the 90's numbers at VCE were low, with just over 60 students statewide. Schools were dropping their programs and teachers were retiring and not being replaced. In all of this the VCAA (and the predecessors) were still supportive, for which we are thankful: the decline was not being driven by government, but by students.

VCE subject enrolments over time
Choose a subject from the menu to see how the popularity of each unit 3 VCE unit has changed over time. 2014's data is based on preliminary figures.

Latin

Embed this chart on your site   Source: Victorian Curriculum and Assessment Authority

The turning point came in the mid 90's. Latin numbers clawed back and have kept rising. New schools have started Latin programs and new teachers have joined the profession. We have now tripled our numbers, and passed 200 Unit 3 & 4 students in 2013.

The reasons for this are many, but there are some key factors.

- **The government support for languages:** like it or not, students are influenced by the messages we send them - indeed, if they weren't the messages would be ineffective. By giving a Languages bonus for the ATAR, VTAC are sending a clear (and laudable) message that languages are important. Classical languages, like all languages, have benefited from this.

- **A really good curriculum:** after the vicissitudes of the early VCE we have settled into a VCE curriculum that combines good levels of teacher autonomy with common tasks. The course is predominantly text-based - it is deep text study in Latin. In Units 1, 2 and 3, teachers can choose their own texts to study, which allows them to tailor courses to suit the interests and abilities of their students. In Unit 4, all schools focus on the same text- always a book of Virgil's masterwork, the *Aeneid*. This has meant that teachers have become expert in the *Aeneid* -an enormously complex and rewarding text - while staying fresh by doing a different section each year.

The Classical Association of Victoria (CAV) was founded in 1912 and "operates for the propagation and well-being of Classics and Ancient World Studies in the state of Victoria in Australia"

Gone are the tedious grammatical exercises; instead, grammar is seen as a means to an end - understanding and appreciating the texts. At younger levels, most schools use the outstanding *Cambridge Latin Course*, which makes the language accessible and exciting. The course is story-centred, but the authors made some unique decisions for student texts: they start with a typical family (whom they kill off in the eruption of Vesuvius!), then the main character in the stories is a corrupt, murderous (but historically accurate) amalgam of some of the worst people of Roman history! The texts are thus intrinsically interesting, and this drives student interest. For those who grew up on the older model of text, where reading passages were chosen for their grammatical interest, rather than their storyline, this has been a dramatic and welcome change.

- **Activist teachers and association:** Latin teachers have long recognised that they can't take the survival of their subject for granted. While some despaired, especially in the dark days of the 1980's, most now are positive and determined. The CAV makes representations to universities and governments both federal and state, and visits schools where appropriate to argue the case for Latin; we combine with colleagues interstate to ensure we have a united front. In short, we'll do everything - from flying to Canberra to lobbying the federal minister, to addressing university students on teaching as a career path - to support the continued success of our language.

- **Increased accessibility for students:** in the past (and to some extent in the present), Latin was seen as an elitist language. It reeked of English Public Schools, obscure and arcane grammatical pedantry and an extraordinary degree of difficulty. In the UK this was recognised as a sure path to extinction, and major reforms of the way in which the subject is taught began in earnest in the 1970's. The result was a revolutionary change in the teaching of the language, and while there was protest from more conservative elements Latin has not looked back since. Latin now is vibrant, with more emphasis on the reading and understanding of texts than on the minutiae of grammar, and a strong emphasis on cultural and historical matters - always of great interest to students. Latin is a surprisingly tech-savvy language. The language uses the same alphabet as English, and the clearcut nature of many elements of the language makes it ideal for programming. There is a wealth of paralinguistic material available as well. For an example of a well-designed digital aid to the language, have a look at cambrdigescp.com. Latin can be learnt in schools where there is no teacher, using online tutors.

Issues for the future

Latin is a language that can never relax – we can never take it for granted that our position in the curriculum is safe. We need constant vigilance to ensure we remain a viable option for students. In recent years we have seen attempts to remove classical languages from various curricula – the most recent was in Scotland. An international outcry occurred, and Classicists across the world rallied to put pressure on the authorities in Scotland, who agreed to reinstate Latin. We are fortunate in this digital age that Classicists are more connected than ever before, and we support each other across the world.

It is most important that **classical languages are included in official curricula.** In many schools it is all too easy for management to dismiss a subject that does not seem to have official backing and support, despite the protests of teachers. With our colleagues in NSW we worked hard to ensure classical languages got a fair mention in the Australian Curriculum, and earlier we argued successfully that classical languages should be included in VELS. A key to this is that we have been quick to supply willing helpers to write

curricula, and - because we are a close community of teachers in Victoria - we can get strong support for any curricula from teachers. I feel that when it comes to dealing with bureaucracy, we need to make things as easy for *them* as possible - in the long term, this benefits us. I should also add that the VCAA and ACARA have both been supportive of classical languages; we have not had to have the fight that so many of our colleagues internationally have.

Teacher supply is a worldwide issue, and not just in classics. Already the UK is experiencing more demand for Latin teachers than the universities are producing, and in Victoria a trainee teacher with Latin will usually get snapped up very quickly. Students are doing classics at the universities; however, we are not getting the transfer across into teaching. The reasons for this are varied and usually have nothing to do with the classics; sadly, many young people are not excited by the prospect of teaching, despite it being - as we know - a fulfilling, challenging and rewarding career. I would like to see schools look at new approaches to teaching, with job-sharing, more flexibility to change between full- and part- time, and support for those wanting to have a portmanteau career - perhaps a few days a week at a school, a day tutoring at university, a day working on their own projects - but this needs a more dramatic shake up of education employment.

Increasing access in Government Schools must be a priority. Too few offer this subject, but there are too few teachers to support a typical expansion. We have had to be creative, and have started a pilot program offering Latin as an after school 'club'. In the UK they offer latin remotely, using an online course with email access to tutors (usually university students). Latin is very well suited to this format, and the growth in the government sector has given heart to those of us who would like to repeat this here. Schools which do offer Latin are finding it is a valuable marketing tool - it certainly has some academic cachet! (I invite any school interested in a Latin program to contact the Classical Association of Victoria).

About the Classical Association of Victoria

The Classical Association of Victoria (CAV) was founded in 1912 and "operates for the propagation and well-being of Classics and Ancient World Studies in the state of Victoria in Australia". The membership consists of university staff and students, teachers and members of the general public who have a love of the classics. The Association holds regular lectures with local and visiting scholars and sponsors scholars and conferences.

Every year a major conference is held for teachers of Latin and Classical Studies. Normally there is close to 100% attendance by Latin teachers, and nearly that for Classical Studies teachers - there are updates, workshops and keynote lectures, as well as Examiner's Reports. Because many teachers are the only Classicist in their school, this provides an ideal chance to network and collaborate with colleagues. The CAV also hosts the annual Latin Reading Competition for students from Years 7 to 12.

One of the strengths of the CAV is the links and mutual support between teachers and university staff; the universities are especially generous in their support for teachers and students, and there is a collegial atmosphere in the Association.

Please see https://classicsvic.wordpress.com/ for more information.

Classical Association of Victoria

Home   'Iris': Journal of the Classical Association of Victoria   Alexander Leeper Prize   Council and Contacts   Events

Funding Guidelines   Subscriptions: Joining the CAV   Teachers' Wing

Languages on the International Scene

Language Trends Survey

by Teresa Tinsley and Kathryn Board

As languages become compulsory in English primary schools, fewer school students are choosing to study languages past the age of 16. Kathryn Board and Teresa Tinsley, report on the findings of the most recent *Language Trends* survey.

A quiet revolution happened in English primary schools from last September – one which has largely passed unnoticed but represents a historic curriculum change: language learning was made compulsory for all children between 7 and 11. Of course, this didn't come from no-where: between 2002 and 2010 there had been a national program of training and development which saw the number of primary schools teaching pupils a new language rise from about a quarter to nine out of ten. Now, with language learning made a compulsory part of the curriculum, 99 per cent of schools responding to a national survey say they teach a language, and 12 per cent say they have just started in the current academic year. At last we are seeing the learning of a new language becoming a normal part of children's learning from the beginning of their primary education - while they are confident and curious - rather than a challenging, alien subject associated with the pressures of starting secondary school.

This year's research included visits to schools in order to offer within the report some working examples of how policy translates into practice. The two primary schools featured provide inspiring examples of how teaching languages, far from being an additional burden to schools, fits perfectly within their overall ethos and vision.

In Canning Street Primary School in Newcastle, where Spanish is the main language taught to a highly multilingual school population (85 per cent

Kathryn Board

of pupils have English as an additional language), language learning is integrated with education for global citizenship and an essential part of pupils' developing cultural awareness and concern for others. All pupils, from Reception to Year 6, receive one lesson of Spanish per week, taught by a specialist teacher, in a block of between one and one and a half hours. But far from being a separate subject on the timetable, the content links to the school's thematic curriculum, and class teachers reinforce language and thematic links at different points throughout the week. Pupils have explored themes such as World War I, football, animals and dreams through Spanish. The school's international ethos runs deep: it employs three Comenius Assistants and a Czech parent support worker and is involved in an international science project with funding from the Erasmus Plus European program. Pupils took part in the international 'Send my friend to school' campaign by writing to MPs using the languages they speak at home. The school sees Spanish as a leveller which helps all children to feel included, with one senior member of staff remarking that 'Children may not speak much English can be as good as everyone else in Spanish'.

The other school featured is Yeading Junior School in Hayes, Middlesex. This school too caters for a similarly high proportion of pupils with English as an Additional Language and sees language learning as an integral part of their educational mission: 'It's part of who we are. It's part of our children's success'. The focus at Yeading is on language awareness and the acquisition of generic language skills which benefit not only the new language being taught (in this case, French) but English, home languages, and future languages the children will learn. It is an ethos which firmly promotes bilingualism as an asset: as one pupil put it, 'the more languages you know, the brainier you are'. Language awareness permeates the school: in addition to the one hour per week in which all children learn French, every opportunity is taken to introduce children to other languages including Latin and the languages spoken by teachers and pupils.

For those sceptical of the quality of language teaching that can be provided by primary schools,

these schools provide powerful evidence of how a rigorous experience of language learning can be firmly anchored within broader educational objectives.

So is everything rosy as far as primary languages go? Unfortunately not. The survey shows that in many schools, language learning is still a low priority, that there has actually been a reduction in training for teachers, and that a minority of schools still do not have adequately-trained staff for teaching languages. Until the quality and consistency of teaching is developed across the country, secondary schools will not be able to capitalise on what pupils have learnt. This is now the challenge – but the coming of compulsory status has had an immediate impact and many schools have responded by formalising or strengthening their provision. This momentum needs to be maintained to bring year-on-year improvements to language learning in English schools.

Meanwhile, at the other end of the education system, language learning is in crisis because of the declining number of 16-18 year olds choosing to take the subject for A level – pre-university exams usually taken in three or four subjects.

Ever since the 1990's, the number of young people in England choosing a language as part of their sixth-form studies has been going down. However, since 2012, the rate of decline has sped up, with French dropping by 17 per cent and German by 12 per cent over a period of just two years. As many as two thirds of teachers (65 per cent from the state sector and 66 per cent in the independent sector) responding to the survey find persuading young people to study a language beyond GCSE challenging. That makes this issue the single biggest professional challenge that language teachers in England currently face.

So why do so many students decide not to continue studying a language? A closer look reveals a complex picture of many inter-related factors.

Students need top A-level grades for successful university applications

Students are acutely aware of the fact that the choices they make about A-levels, and the quality of the grades they get in the examinations, will have a huge impact on their success at getting a much-prized place at university.

With stiff competition for university places, and universities able to select the most able students,

Teresa Tinsley

it is perhaps inevitable that ambitious and talented students are influenced in their A-level study decisions not only by the subjects that are most directly relevant to what they wish to study at university, but also by the subjects that are most likely to reward them with the highest grades. A-level examinations in languages have earned a reputation not only for being more difficult than other subjects, but also for being harshly and inconsistently marked. Both students and teachers have also long complained about the huge jump in performance expectations between GCSE (the exam taken at age 16) and A-level languages. The unpredictability of A-level grades is a serious deterrent to students who are focussed on doing everything they can to increase their chances of achieving top grades to secure university places.

Languages are losing the competition with other subjects

The hugely successful campaign by government, industry and academics to raise the profile of subjects such as science, technology, engineering and maths (STEM) for study purposes and eventual careers, is also contributing to the decline in interest in languages, which are increasingly seen as neither useful nor important. The most able students are frequently encouraged to study all three science subjects as well as mathematics at A-level, to assure them of a place at a top university and, later, a lucrative and successful career. Teachers report that the majority of students who aspire to study at university see the greatest likelihood of success in studying a combination of subjects such as English and history, or maths and science, accompanied by an easier subject – languages as a subject of study are just seen as too difficult and too unpredictable. The role of languages in improving someone's employability in a globalised labour market, or helping them with international postgraduate research and travel, is rarely understood.

Young people are being dissuaded from studying languages because of misconceptions

So why don't parents, career advisers and others with influence over young people simply correct the misconceptions? First of all, many adults themselves had negative experiences of learning languages when they were at school and often perpetuate the view of languages as difficult and

The survey shows that in many schools, language learning is still a low priority, that there has actually been a reduction in training for teaching, and that a minority of schools still do not have adequately trained staff for teaching languages

unnecessary. School leaders are also required to

do everything possible to ensure that their school is well-placed in the national performance tables, which draw on a range of data, including the results of public examinations, and to try to achieve as many successful university applications as possible. Given these pressures, it is understandable that students may be encouraged to opt for A-level subjects that will not only ensure success for the student, but also position the school well in those all-important performance tables.

Statements from government, industry and others about national competitiveness, the need to grow the economy and to develop the security and well-being of all our citizens, rarely, if ever, mention linguistic competence as a valued skill. There is little incentive for students to continue learning languages alongside other important academic subjects.

Schools struggle to make A-level language classes financially viable

Quite apart from the pressures of performance tables intended to push schools to raise levels of attainment and standards, schools have also been hard-hit by funding cuts. These have forced school leaders to make some really difficult decisions, including those about subjects that attract fewer students at A-level.

The Language Trends report this year provides comments from many teachers who are witnessing the cessation of languages at A-level because they are unable to attract the minimum number of students (usually between eight and ten) required at which a course is financially viable. Some schools have decided to reduce the range of languages they offer in school, e.g., ceasing to offer German and instead only offering Spanish to students throughout secondary school in order to try to get sufficient students in Year 12 to form at least one group of language A-level students. Other schools have formed alliances or consortia with other nearby schools to try to offer a choice of languages between them, but this can mean that students wanting to study a particular language may have to travel a considerable distance each week to get to their class – something which, in turn, is likely to reduce the number of students opting for that subject.

Teachers fear that changes being introduced to A-level courses will further discourage language students

A number of teachers completing this year's Language Trends survey say changes to examinations which are in the pipeline will further damage A-level languages. One language teacher described feeling 'as though we have reached the point of no return .....languages will die out as state school subjects within the next five to ten years.' The new course will mean that students have to commit to a full two years from the very

beginning of Year 12, rather than working first towards the AS-level examination at the end of Year 12, and then deciding if they want to continue to take the full A2 A-level examination at the end of Year 13. Teachers fear that this will discourage yet more students from continuing with the study of a language in sixth form, as the risk of final grades not being what they need to be is simply too great.

Any one of the difficulties set out here would be a challenge for those dedicated to the teaching of languages or committed to promoting the value of languages. Taken together, the challenges point to a real crisis. Fewer students studying languages at A-level means fewer students studying languages at degree level, and fewer people going into professions who can speak other languages, whether for their own career advancement, the growth of the companies they work for or the benefit of the UK as a whole.

Kathryn Board and Teresa Tinsley, Senior Consultants, Alcantara Communications LLP

Collaborating Across Languages and Borders

by Linnea Donnelly, Committee Member, MLTAV

A Report from the World Congress of Modern Languages, Niagara Falls, Ontario, Canada, 26 - 28 March 2015

The World Congress of Modern Languages 2015 was organised in partnership with the Fédération Internationale des Professeurs de Langues Vivantes (FIPLV), the Canadian Association of Second Language Teachers (CASLT) and the Ontario Modern Language Teachers' Association (OMLTA). This provided a unique opportunity for the promotion and support of the teaching of languages through a worldwide network and the connecting of like-minded professionals to inspire, share and collaborate. With over 1200 participants and more than 144 workshops and presentations offered, it truly did provide the opportunity to bring together skills and expertise from around the world.

Whilst much of the focus was on French and the new Canadian curriculum, there were many messages which crossed the borders and applied to the teaching of languages worldwide. There were sessions and workshops in French, Spanish and German, and there were studies presented re Swedish, Malay, Indonesian, Italian and even an endangered language from Northern Russia. Language lessons were offered in Portuguese, Bulgarian, Scottish Gaelic, Russian, Malay, Cantonese, Czech, Japanese, Finnish, German and Spanish.

We do truly live in a globalised society. And whilst each language teacher has his/her own issues to face and resolve, we share so many of the same issues:

- Political issues / influences / demands on what and how we teach
- Cultural sensitivity
- Curriculum changes
- Assessment requirements and how to assess accurately
- Engaging our students and empowering our learners
- Meeting the ever increasing demands for providing differentiation in our classrooms
- Technology demands / (in)efficiency / digital learning
- Retention of our language students
- Advocating what we do and the importance of language learning

In addition, on a different level, there are the concerns for maintaining endangered languages and the role of Indigenous languages. And the Canadian teachers are faced with some extra challenges as a bilingual country.

And finally, language teachers worldwide agree that any tools to assist our effective delivery of languages are most appreciated. Teaching is an exhausting profession!

This report aims to share with you some of the activities from our international colleagues as presented at the Congress. Workshops and learning sessions ranged from philosophical to interactive, from primary to tertiary focus, as well as plenary sessions and round table discussions. The goal I set for myself was to experience as many different aspects as possible over the three days, and I have endeavoured to collate and summarise the information that I garnered.

Technology in the Classroom

The pre-conference round table discussion, "Technology in the Classroom", was presented by three Canadian e-teachers and specialists in this area. The first speaker, Jim Murphy, specialises in technology integration of the virtual network for Distance Learning of languages. The other two foci were technology for students and technology for teachers. Although in some ways, these cannot be separated, they are also two very different aspects.

Technology for Students

This aspect was presented by Jacques Cool. Visit his blog at www.zecool.com or on Twitter, @zecool. He spoke about student motivation, believing that technology is a tool, not a result of learning. We work and live in a digital environment which provides a writing culture (reason and control) and a virtual culture

(emotions and immediacy which challenge our senses). Technology is transformation. It must be taken beyond the substitution of traditional tools. It must move our students to exploring, creating, collaborating, telling, debating, interacting and problem solving. "Technology gives the quietest student a voice" (Jerry Blumengarten).

What motivates young people to learn informally is that they want to: do it themselves; do it now; do it with their friends; do it for fun; do it for others; do it for the world to see. Our challenge is how to use these motivations to help our students succeed.

Technology for Teachers

Sylvia Duckworth, a well-known and inspirational Canadian French teacher and blogger (@sylviaduckworth or www.mmeduckworth.blogspot.com) reminded us that, "Without technology, you are irrelevant." The triangle of basic human needs in 2015 were presented as self-actualisation, esteem, social needs, safety and security, psychological needs (survival) and WI-FI! Sylvia outlined the six hurdles to teachers using technology: conviction – we need to believe that technology will enhance what we do and will benefit our students; time – we do not have enough to invest in exploring and learning new technology; accessibility – is it going to work and do our students have enough devices or BYOD or wi-fi access; training – we need it, look at online tutorials and webinars; tech support– students can often provide this for the teacher (!); confidence – practice, practice, practice and practise, practise, practise.

We were also forced to think of our classroom presentation when she shared Ann Mayer's quote, "No child ever has been or ever will be … deeply, personally and passionately invested in a worksheet." Teachers must be prepared to challenge themselves to overcome these hurdles and be prepared to understand that FAIL = First Attempt In Learning. Sylvia reminded us that we only need to compare ourselves with ourselves.

Her presentation is available at www.bit.ly/sylviaroundtable for download. You can also entertain yourself with a humorous view of children today (our students?) on YouTube, MTS Internet Baby.

Engagement and Differentiation

Classroom management, organisation and engagement is clearly a topic shared by teachers worldwide. The message remains: our students need to feel empowered. And we have a role to play: our lessons need clear organisation, a consistent routine which provides structure and predictability, open communication, clear and consistent expectations and consequences, and an exit routine. Our lessons need a mix of teacher-led activities, pair or group work, independent work, providing practice in the four skills, incorporating technology (YouTube, videos, clips, movies, apps, BYOD, google docs …).

Canada is currently implementing a new curriculum based on the Common European Framework of Reference for Languages. As a result, new teaching materials are being created to address the required frameworks and methodology. As in Australia, there is a focus on the four skills and includes functional listening and reading, discourse and text types, grammar, vocabulary and thematic content. Assessment as, for and of learning and the use of rubrics remain important. Intercultural understanding is woven through all four strands.

Presentations on AIM methodology and the Flipped Classroom were provided as useful models and examples of engaging students and meeting the needs of the variety of learning levels and styles that we encounter in our classrooms.

The Flipped Classroom

This style of teaching can most likely be linked with your school's online learning portal (Canvas, Moodle, Edmodo, Dropbox, Google docs) and can be shared with colleagues. These platforms and this pedagogical approach lends themselves to the development of e-portfolios for students and then encouraging their reflection on their personal learning goals. Wendy Nash, one of the presenters, has shared her podcasts on her own YouTube channel (some instant lessons for French teachers!).

> *Canada is currently implementing a new curriculum based on the Common European Framework of Reference for Languages*

Screening Languages

Another presentation which was of particular interest to me was "Screening Languages or Using Short Film Clips in the Classroom". This session was presented by two Language Advisers from the UK with a focus on teaching students the technique of learning to view and viewing to learn. The London Schools Excellence Fund project presented short films of 3-10 minutes in the target language as a tool of motivation for the students. It has proven a successful tool for retention of students. The UK is also implementing a new National Curriculum and this project addresses some of the foci in the new curriculum framework.

What makes short films distinctive is that they provide a challenging content, accessible cultural form, a range of cultural contexts, places language in context, and provide an accurate representation of language in use. This in beneficial for both students and teachers as the teacher becomes more confident in using the medium of film. It enables the integration of

cultural awareness and allows the students to work collaboratively, improving all four skills when prepared thoroughly.

Beginning with a short viewing and utilising 'Tell Me' grids (characters, story, setting, mood), students can develop their own story or anticipate the direction of the film. The presentation by Jenny Carpenter and Shirley Lawes is available at www.screeninglanguages.wordpress.com. Or check out www.bfi.org.uk/education/cineminis.

Inclusion in the Classroom

To give an idea of the diversity of presentations, the issue of addressing cultural sensitivity in the classroom was presented in "The Muslim Mind: Embracing Inclusion in Today's Classroom" by Asad and Ghazala Choudhary, both principals of schools in Canada. Whilst the focus was on understanding the needs and requirements of Muslim children in our classrooms and providing tools and suggestions for teachers to provide a sense of inclusion and connectiveness, the same thinking can be applied to how we approach every student in every classroom. "I'm a teacher; I'm a miracle worker." That's what we do. How many of us begin the year with a simple survey of our students to help us understand their needs?

The poetry of Taylor Mali, an American poet advocate of teachers and teaching, was explored. Take some time to trail through his website, taylormali.com. It provided an answer to "What Teachers Make".

" ... I make kids wonder,
I make them question.
I make them criticize.
...
Here, let me break it down for you, so you know what I say is true.

Teachers make a ... difference! Now what about you?"

Advocacy

Finally, how do we continue to promote what we do? A presentation by Marty Abbott from the American Council on the Teaching of Foreign Languages (ACTFL) was both enlightening and refreshing. It is widely recognised that advocacy funding, when to start learning a language, and promoting the value of languages are worldwide problems. In the USA, language teachers believe advocacy is a part of their job. It is built into teacher training and the role of an accomplished teacher. Whilst there is no national policy, there is a national public awareness campaign, 'Lead with Languages'. A recent achievement is that the US Congress has accepted funding a study of language capabilities and its place in the economy. Language learning will also be recognised on high school diplomas with a seal of biliteracy.

The video provided on the website, LeadWithLanguages.org, is worth watching. For the English speaking world, we need to know that 75% of the world does *not* speak English. There is an advocacy section on the ACTFL website, www.actfl.org.

Canadian Parents for French is a very active organisation of parents who believe their children should be bilingual. It provides a network and co-ordinates programs for parents who do not speak the language to support and encourage their children in their language studies, as well as promoting language learning in a school's curriculum. How good of an idea is that! Their website, www.cpf.ca, offers materials which could be adapted to your needs.

Being a Language Teacher in a Globalised World

So what does it mean to be a language teacher in a globalised world? Heidi Byrnes, from Georgetown University and editor of The Modern Language Journal, summarised it as two themes: reconstruction of the students we teach and what are their goals and norms; and reconstruction of teachers. We live in a dynamic, constantly changing world. Social, cultural, historical and political factors are interrelated. We need frameworks but not concrete, and we need to provide authenticity and legitimacy in our language classrooms. The construction of our learners and their short and long term goals can have lifelong implications.

Whilst effective teaching and best practice are very important, what we must really focus on is:

Who is our language learner and what is the best pedagogical practice to serve his/her needs?

Conclusion

The World Congress provided a dynamic opportunity to explore many themes common throughout the world of language teachers. Mixing with colleagues from Canada, USA, UK, Estonia, Netherlands, France, Columbia ... was a rewarding experience. It provided networking, collaboration, inspiration, reflection, reinforcement and, above all, affirmation.

The next World Congress of Modern Language Teachers is planned for 2018 in New Orleans.

You want to know what I make? I make kids wonder,
I make them question.
I make them criticize.
I make them apologize and mean it.
I make them write.
I make them read, read, read.
I make them spell definitely beautiful, definitely beautiful, definitely beautiful
over and over and over again until they will never misspell
either one of those words again.
I make them show all their work in math
and hide it on their final drafts in English.
I make them understand that if you've got this,
then you follow this,
and if someone ever tries to judge you
by what you make, you give them this.

Here, let me break it down for you, so you know what I say is true:
Teachers make a goddamn difference! Now what about you?

The Guardian UK

The Guardian website screenshot:

sign in   subscribe   search

masterclasses   Australia edition

theguardian
Winner of the Pulitzer prize 2014

australia   world   opinion   sport   football   tech   culture   lifestyle   fashion   economy   travel   media   environment   browse all sections

home

the case for language learning

Join the national debate on the importance of language learning and help us put languages back on the agenda

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The digital language barrier: how does language shape your experience of the internet?

Does the language you speak online matter? The ability to communicate freely and access information are all promises woven into the big sell of internet connection. But how different is your experience if your mother tongue, for example, is Zulu rather than English? Tap the image below to explore the relationship between languages and the internet

Lost for words to dreaming in French - one week of language immersion in Lyon

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The seven big language learning issues facing the UK
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'Maskandi music is the way we recall our South African identity' - video

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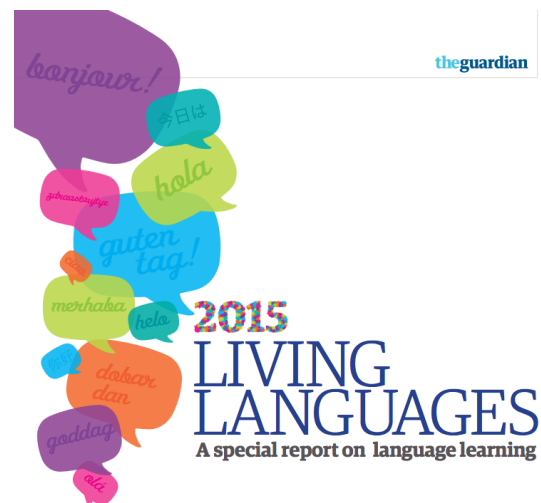
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2015 Living Languages: a special report on languages learning

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CHAPTER 1

LANGUAGE EDUCATION
What's wrong with it and how can it be improved?

"Like learning in a padded cell," is how Stephen Parker, chair of the panel for modern and ancient languages on the A-level Content Advisory Board, **described the way students are expected to learn foreign languages in England**. It's a powerful criticism, all the more significant because Parker, **Henry Simon Professor of German** at Manchester University, **influenced advice from universities to ministers** on how foreign language A-levels should look. Parker's point is that, while changes to the A-level modern languages curriculum over the past 10 years aimed to make it more relevant, recycling topics about family life could be uninspiring. Students were no longer required to read a book in a foreign language, he argued, and the emphasis was often on rote learning rather than on engaging with a different society and culture.

So have well-intentioned efforts to make language learning accessible to as many students as possible misfired? Through the Case for Language Learning, readers and experts expressed a diversity of views on what is wrong with language education in our schools and universities. Although it would be wrong to say there was a consensus, a theme emerged regarding the importance of recognising that teaching and learning a language must be more than providing and picking up tools to do a technical job.

In her article, Professor Katrin Kohl of the Faculty of Modern **Languages** at the University of Oxford captured it well: "Learning a language is not only tough but may be dull unless it involves intellectual challenges, cultural attractions and communicative rewards. While children in other European countries are motivated from an early age to gain linguistic access to cool Anglophone culture, modern foreign language syllabuses in the UK have been stripped steadily of intellectual interest and cultural appeal."

A reader's comment echoed that: "To all of us whose native language isn't English but who have learned not just English but other foreign languages, it's almost an insult how little interest many English-speaking countries show in the languages and cultures of others. Language learning is not just about learning to communicate in a certain language. It's about so much more than that ... It's about learning about the history, society, culture and customs of the

Language learning can be dull unless it also includes history and customs of the target country

> It's almost an insult how little interest English-speakers show in other cultures

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CHAPTER 1

LANGUAGE EDUCATION
What's wrong with it and how can it be improved?

target country/countries. It's about learning to understand one another on different levels."

The question follows as to how to teach the richness of foreign languages so they are understood as more than a communication tool. Many enthusiastic teachers and learners used the Case for Language Learning to share their ideas.

As in many areas of learning, technology might be one key to engaging the interest and commitment of the YouTube/Facebook/iPad generation in schools. There are plenty of apps aimed to help learners and, as consultant and former language teacher **Joe Dale wrote**, teachers are using social media too: "The **MFLtwitterati** – a grassroots community of UK-based modern foreign language teachers on Twitter – has proved to be an invaluable test-bed for ideas on using new technologies. Over time, the group has developed a strong ethos of sharing innovative classroom practice, encouraging each other to experiment and feed back their findings for further discussion and reflection ..."

Language learning and technology are a good match, according to Joe Dale, because video conferencing and blogging, for example, are fundamentally about real communication and so is learning a language. "The stumbling block for many is not having the time to seek out new tools and become familiar with them, as well as the fear of relinquishing control to their pupils who may be more techno-savvy than they are."

Just as social media uncover and spread ideas for improving language teaching from the education front line of teachers and learners, a series of British Academy awards also identified fresh, grassroots approaches. **Staff at Dallam school in Cumbria** had been struggling to get both students and parents in the primarily rural and monocultural area to grasp the importance of language learning. They won an award for rolling out a programme that saw the formation of bilingual tutor groups which would immerse the children in Spanish or French for short bursts of time, two or three times each day. Headteacher Steve Holdup said: "Students coming out of tutor lessons or at break could be heard chatting unselfconsciously in French or Spanish."

Unlike some other academic subjects, language learning does not necessarily end, or even begin, during years of school or higher education; any ambition to improve language learning in the UK should take account of that. An experts' **top 10 list** of practical tips for learning a language was compiled and could be used by students wherever and whenever they are learning. They include setting manageable goals, learning vocabulary for words drawn from personal events and experiences, and, if possible, visiting the country where the language is spoken.

But underlying even the most encouraging and handy advice, one clear message emerged that no one denies: learning a foreign language is hard. As one reader put it: "Learning a language is not like climbing a mountain, where there is a simple goal and you know when you've achieved it. It's more like doing a jigsaw that reveals a map that helps you explore a country or culture, and even a partial map helps. Learning a language means learning pronunciation, spelling, grammar, vocabulary, idioms and sentence patterns, as well as the cultural differences that also affect communication. Speaking, listening, reading, writing, translation are different, complementary skills, and how important each is depends on your motives and interests ... Follow your interests – reading, sport, cooking; it makes it easier to push yourself."

> Students could be heard chatting unselfconsciously in French or Spanish

Technology is one way of of engaging the iPad generation – and there are now plenty of apps to help learners

CHAPTER 3

THE LANGUAGE DEBATES
From performance enhancing-drugs to national security

In a series of live and online public debates, the Case for Language Learning demonstrates that understanding the real value of foreign languages is not just about getting the education curriculum right, but leads into other essential areas of UK society. Economics, science and national security are strong examples. In the world of economics, the notion that "everyone speaks English, so why would I need to speak anything else?" is firmly challenged by academic research and the experience of some business people. In science, there are developments in the understanding of the human brain that may lead to a "foreign language performance-enhancing" drug; and, in turn, there is good evidence that learning a language itself is a kind of drug or therapy for certain conditions. A nation's capacity for understanding foreign languages is powerfully presented as a matter of national security and an essential part of foreign diplomacy.

Poor language skills act like a "tax on growth", according to James Foreman-Peck, professor of economics at Cardiff Business

Progress in understanding the brain may lead to a "foreign language performance-enhancing" drug

School. He believes they hamper small- to medium-size exporters, who are unable to employ the language specialists brought in by global companies; and they also deter non-exporters from trading internationally.

Nick Brown is chief executive of Nikwax. His company is a UK-based manufacturer of cleaning and waterproofing products, exporting to 50 countries and producing print materials in 48 languages. Brown's own experience supports Forman-Peck's academic view: "English is fine if you want to buy things, but it's not the right language to use for

Poor language skills hamper SMEs who can't afford specialist linguists

PHOTOGRAPH: GETTY

people who want to sell things."

In a roundtable discussion, "Lack of Languages Stifle Brits and Americans", Nigel Vincent, vice-president for research and higher education policy at British Academy, warned: "By sitting on our linguistic laurels, we disadvantage the United Kingdom – and it's exactly the same argument in the US." Young people from other countries now offer fluency in English, plus their native language. "They are ahead of the game." However, making the case for foreign languages as a driver of success in a global market is not straightforward, and the evidence points in different directions. Born Global, a British Academy report on languages in the labour market, says many employers do see languages as beneficial, but they don't necessarily prioritise them at the recruitment stage. There's evidence that the demand for language skills is, in certain areas, trumped by a greater demand for other attributes. The UK Commission for Employment and Skills (UKCES), for example, finds some employers can't fill jobs because of a lack of language skills, but it's technical, job-specific skills they're crying out for the most.

During the Case for Language Learning live Q&A on how linguists can use their skill to get a job, a student presented the panel of experts with the strong

POOR LANGUAGE SKILLS
THE COST TO UK BUSINESS

62%
of companies aspiring to export regard languages as a barrier

British Chambers of Commerce, 2013

Deficient language skills costs the UK economy 3.5% of GDP per year – that's
£48 billion

Department for Business, Innovation and Skills, 2013

70%
of businesses value foreign language skills among their employees

Confederation of British Industry, 2013

CHAPTER 6

DRIVER OF SOCIAL CHANGE
Immigration, language and communities

is the urban elite who have become the strongest advocates for rescuing the language: "The people who push for language revitalisation tend to be the more educated people who are bilingual. They have acquired Spanish through migration to the cities and getting into higher education," Howard said.

More recently, in Bolivia it has become a legal requirement for civil servants to speak an indigenous language in addition to Spanish if

In Bolivia, civil servants must speak an indigenous language as well as Spanish

The protection of indigenous languages is a matter of human rights

they want to keep their jobs: "There are government-sponsored training courses which are making an impact, without a doubt," Howard said. "Also, teaching of these languages in higher education is on the rise, and their use in TV and media is increasing." For Howard, the protection of indigenous languages is a matter of human rights: "It comes home how unjust it is that people should live in a society where they have been forced to abandon those languages or suppress them in favour of speaking this dominant tongue."

One interested reader asked Howard for more details: "I'd be interested to hear how the requirement to learn an indigenous language has been received in Bolivia, thinking of the hysteria that greets any encouragement to recruit bilingual staff in the UK."

Howard replied: "The requirement met with resistance at first, but from what I observed of civil servants taking classes in Aymara [spoken in the highlands of southern Peru and Bolivia], they were enjoying it. What seems to happen is that people who are hiding the fact that they know the language [due to the stigma attached] come out in the open, encouraged by the state endorsement of it."

PHOTOGRAPHY: GETTY; REUTERS/CORBIS

THREE ENDANGERED EUROPEAN LANGUAGES

FAROESE
Spoken in the Faroe Isles, an autonomously governed part of Denmark

66,000 speakers, both in the islands and in Denmark

Derived from Old Norse, and shares many similarities

"Hello": Góðan dag

KARAIM
Spoken by the Karaim people in Lithuania, Poland and Ukraine

60 people known to speak it

Mainly spoken in the town of Trakai by a small community living there since the 14th century

"Hello": Kiu jachšy

PITE SAAMI
Spoken by the Saami people in Sweden, Norway, Finland and Russia

20 speakers out of a native population of 2,000

Reindeer herders may be the only people who might get away only speaking Pite Saami

"Hello": Buorist

Click here for more information

2015 Living Languages: a special report on languages learning cont….

Given the significant length of the full report, excerpts have been included below for your interest.

This report is of great interest to languages professionals, globally and we encourage our readers to browse the full report via The Guardian website:

http://static.guim.co.uk/ni/1428923743291/BritAcFINAL_living_language.pdf

I, too, fear losing my fluency

"Japanese, although learned as an adult rather than as a native language, has a similar hold on me. I have been speaking it every day, and in a considerably larger amount than English, for the past 15 or so years. After 19 years in Japan, I am starting to think quite seriously about moving, either back to the UK or to a different country. However, the thought that I might lose my near-native fluency in spoken Japanese really makes me hesitate. It would definitely feel like losing a part of myself."

There is a Czech saying: "You are as many times a person as the [number of] languages you know." Knowledge of a foreign language is like a flower: you have to care for it, otherwise it will wither and die. The author's experience indicates that this also applies to bilingual people, especially when the 'neglected' language is relatively little spoken. Then again, a major plus of the internet is that foreign language radio, films, online dictionaries are just a few clicks away.

'What you're describing really resonates'

Several readers of this touching account were inspired to share their thoughts, including experiences of their own depression:

"Well done, what a great article! I really appreciate what you say about languages being a door into the wider world for times when your world feels small and restrictive. That's how I started, and it makes so much sense. Languages are for everyone. When I was struggling with depression on a daily basis I was learning how to climb on the climbing wall in my local gym. What you're describing about the intense focus and problem-solving in language learning really resonates."

"You are very brave to make such an effort … and I applaud your success so far! You are so right when you say that one of the biggest hurdles to jump is the isolation. Language is most alive when at least two people are sharing it. When you learn a new one, you open up a whole section of the world as possible friends."

"I have often wondered why, since moving to France several years ago, and immersing myself in the language and culture, my depression is so limited that I no longer take medication. I am intrigued."

And finally
"Bonne chance – machs gut!"

---

theguardian

HOW LANGUAGES TOUCH LIVES
Highlights from the Case for Language Learning

In response to the longstanding decline in foreign language learning in the UK, the Guardian and the **British Academy** launched the **Case for Language Learning**. During a two-year creative partnership, this fresh and innovative project generated hundreds of articles, discussions, public debates and online Q&A sessions to demonstrate the importance of language learning.

Brought together on a **dedicated website**, many of these articles and events inspired insightful comments from readers, keen to demonstrate their interest and passion for language learning and the issues informing it. For many of these people, foreign languages are an important part of their lives, influencing work, shaping their communities and their personal politics, and providing a source of knowledge and pleasure.

Unlike the drive to promote an appreciation and understanding of science, or the many engaging TV documentaries produced in response to a popular interest in history, no similar campaign about the benefits of speaking a language other than

English has, to date, effectively captured the public imagination. The Case for Language Learning rose to the challenge, providing a rich source of discussion, expertise and personal stories which demonstrate the value of learning languages.

This Living Languages report highlights many of the enlightening debates and thinking generated by the project, and brings together some of the dominant themes. It re-examines the role that the education system plays in the downturn in language learning in schools and universities.

It highlights new research into young people's attitudes to language learning.

And it examines the influence of language learning on many current social and political challenges - immigration, multiculturalism and national security.

The report explores the scientific aspects of language, including the findings of some neuroscientists, and features a debate on the implications of taking cognition-enhancing drugs to help master a language. It also tells some powerful personal stories from people who have found that, like travel, foreign languages can transform lives. In essence, drawing on the Case for Language Learning, the report highlights the many rich and varied ways people are "living languages".

The project provided a rich source of discussion, expertise and personal stories

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Scotland's 1 + 2 Language Policy

Update Spring 2015

by Hannah Doughty and Fhiona Fisher, SCILT, Scotland's National Centre for Languages

Following on from our article a year ago we provide a brief update on the initiatives that SCILT, Scotland's National Centre for Languages has introduced, in partnership with others, in order to support the implementation of the Government's ambitious 1+2 approach to language learning. For more detailed information please refer to our website: http://www.scilt.org.uk/.

Strategic Leadership

The 1+2 Strategic Implementation Group continues to meet and new subgroups have been formed to focus on particular issues such as business engagement. Our collaboration with Education Scotland has resulted in several key publications over the last year. A national framework is now in place that demonstrates progression in languages from Primary 1 to Primary 7. Additionally, a series of resources called *learning maps* have been designed to exemplify how language learning can be fully integrated and embedded within the primary school curriculum. Furthermore, advice and guidance documents have been published regarding the place of a second additional language (L3) in primary and secondary schools. Finally, an addition has been made to the existing "Experiences and Outcomes" document that details national standards and expectations for all curricular areas. Whereas previously, languages were only included from ages 9/10, the document now takes account of an early start and sets out the milestones from Primary 1. This should be a significant support for teachers' planning.

Partnership and Cross-Sector Working

We continue to work closely with our partners, in particular with Education Scotland (Executive Agency of the Scottish Government tasked with improving the quality of Scotland's education system), the Scottish Teacher Education Committee (Training the Trainers), Cultural Organisations and Local Authorities (COALA), British Council Scotland (Modern Language Assistants), and University Council for Modern Languages Scotland (UCMLS). Our *Train the Trainer* course sets out to support language leaders identified by their local authorities so they can customise the language courses that they will offer primary teachers in their respective localities. We have successfully

submitted a proposal to the General Teaching Council Scotland (GTCS) for those undertaking *Train the Trainer* to be accredited with Professional Recognition (cf. http://www.gtcs.org.uk/professional-development/professional-recognition.aspx)

Update on SCILT's Initiatives 2014-15

Learning and Sharing Events

During 2013-14, SCILT organised a number of Saturday morning learning events where representatives of the pilot schools shared their experiences, followed by a round table discussion. These sessions were well attended and feedback was so positive that we held another set of learning events in the spring of 2015. These events focused on sharing the success of secondary schools who have managed to increase and maintain language provision and primary schools that have successfully introduced more than one additional language into their curriculum.

Career Long Professional Learning

SCILT's programme of professional learning workshops for 2015-16 will continue to support the 1+2 approach to language learning. To better ensure that we meet delegates' needs, as part of the registration process participants will be asked to submit their "burning question" in advance. This will hopefully allow us to customise and tailor our delivery and help us achieve our aim of increasing confidence in pedagogy. We are also looking at ways of supporting professional enquiry, working closely with colleagues in the School of Education at the University of Strathclyde.

'Routes into Languages' and Cross-sector Collaboration

SCILT has adapted a number of initiatives that have proved successful in England and Wales in promoting the take-up of languages and student mobility. During 2014-15 we consolidated some of these, and trialed a number of others. During 2015-16 we hope to expand our reach through closer collaboration with our partners in higher education, specifically UCMLS.

Word Wizard

For the third year running, SCILT ran a modern language spelling competition in Scotland modelled on the 'Foreign Language Spelling Bee' competition from the 'Routes' initiative. French, German, Spanish, Mandarin, and Gaelic for Learners are the included languages. In collaboration with UCMLS we hope to expand the language range to include British Sign Language and hold regional semi-finals in 2015-16.

Business Language Breakfasts

The Business Language Champion scheme, which links schools with businesses in the local community that use languages in the workplace has proved very effective in raising learners' awareness of the benefits of language learning. During 2014-15 we complemented this initiative with a number of 'Business Language Breakfasts', where young people from a range of schools and authorities were invited to attend a morning of talks and workshops by business people highlighting the importance of language skills in today's global economy. In collaboration with UCMLS we intend to hold more of these events during the coming session. We are keen that languages are recognised as a key employability skill and that languages are included in Scottish Government's initiative for developing the young workforce.

Language Linking, Global Thinking / Language Ambassadors

During 2014-15, we ran a pilot project in collaboration with University of Stirling, British Council Scotland, the Project Trust and the National Union of Students in Scotland (NUSS). It involved 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. The ultimate aims are the promotion of language learning AND student mobility. This initiative will be expanded to three further universities during 2015-16 and will complement the existing range of outreach activities provided by current university language ambassadors.

Mother Tongue – Other Tongue

This initiative was piloted in Glasgow during 2014-15. To recap,

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

Following the success of the pilot, we are now in talks with UCMLS to expand the initiative to other universities with the ultimate aim of rolling it out across the country.

Scottish Languages Review and Digest

SCILT's open-access online journal has consistently remained a popular resource. In Issue 28, a number of articles reported on issues around the implementation of the 1+2 approach to language learning from a primary, secondary and tertiary perspective. There was also an account about the introduction of British Sign Language (which forms part of 1+2) at one particular school. A parent wrote of her experience of bringing up two children bilingually, one of whom has additional support needs. Finally, there was a contribution (in French!) from Year 3 students at the University of Strathclyde about their investigative project on the language learning experience in Scottish schools. You can access the articles by following this link: http://bit.ly/SLR28

The most recent issue contains a useful literature review on language learning in the primary school, two articles looking back quantitatively (language statistics) and qualitatively (language learner experiences) respectively, and two articles about languages in other Anglophone contexts: New Zealand and (yes!) Victoria, Australia (the latter written by none other than the secretary of MLTAV!). You can access the articles by following this link: http://bit.ly/SLR29

What next?

We wrote in the last article that at school level, uptake of modern languages post S3 will need to be monitored very closely, and this still holds true. Similarly, at societal level parents will still need to become better informed about, and start to believe in, the benefits of language learning. SCILT is looking at ways of supporting language practitioners to create their own Public Relations policy. Our *1+2 Approach to Languages* leaflet for parents has been very popular and we are about to publish a complementary leaflet that tells the story about the positive link between language acquisition and mother tongue literacy. In order to measure any change in societal attitude towards language learning, we have included four questions in this year's Scottish Social Attitudes Survey (http://whatscotlandthinks.org/ssa). Depending on the outcome, we hope to have more questions included in subsequent years.

We feel encouraged about the progress made to date but cannot be complacent. Let's see what the next academic session has in store.

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.

A more recent addition has been school tours to the USA. For students of modern dance, there is the opportunity to take lessons at Hollywood dance studios and to perform at Disneyland. Students of American history can follow the trail of the American Civil War; visit Independence Hall in Philadelphia where the Declaration of Independence was signed and Ellis Island through which 12 million hopeful emigrants passed between 1892 and 1954.

The first of our two latest additions to our range of school tour programs has been where East meets West and the nation so often referred to as "the cradle of civilisation" – Turkey.

With breathtaking scenery, unique historical and archaeological sites, coupled with the opportunity to visit ANZAC Cove at Gallipoli, Turkey offers unforgettable experiences.

The second of these additions is a school tour of Ireland. On this tour, students will explore and enjoy the history, culture and sheer scenic beauty of a country to which upwards of 30% of Australians lay claim to some ancestry. Over the years we have successfully combined two countries programs; notably France-Germany and Greece-Italy and now Turkey-Greece.

These combo tours add an extra dimension to the students' education. At Global Student Tours, we pride ourselves on our ability to deliver prompt, efficient and courteous service at all times.

Here are some of the many services we offer our clients:

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- QBE Travel Insurance 25% discount on policies bought online.

Global Student Tours is a licensed travel agent and a member of the Travel Compensation Fund. All TCF member agencies are subject to strict financial criteria and consumers can be assured that their financial dealings are secure. So, for your next school trip to China, France Germany, Greece, Ireland, Italy, Japan, New Caledonia, Turkey, the UK or the USA please contact Global Student Tours.

You will be pleased you did!

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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